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Diseases Incident to the Teacher's Profession.

IN presenting this subject, it should be stated that, strictly speaking, there are no diseases *peculiar* to teachers; those to which they are most subject, being almost equally prevalent among the members of the clerical and legal professions, public lecturers, and singers.

Teaching has of late years advanced to the dignity of a profession; yet even now a comparatively small number of those who engage in teaching adopt it as a permanent profession; by far the larger proportion regarding it as a means of temporary employment, by which they may secure money to prosecute their studies for some other pursuit, to which they purpose to devote their lives. The number of professional teachers is, we are glad to know, rapidly increasing; but in the past, it has been difficult to distinguish in any tables of vital statistics, between those who were permanently, and those who were temporarily engaged in it.

Still, from what facts can be gleaned from the tables of vital statistics in England and this country, we are forced to the conclusion that the teacher's profession is not unfavorable to longevity. The eminent English statistician, Thackrah, in his work on "The Effects of the Arts, Trades, and Professions, and of Civic States and Habits of Living on Health and Longevity" (London, 1832), though classing teachers with other professional men, testifies to their general healthfulness and longevity, except where they indulged in excesses at the table. M. Brunaud, a French statistician,

took, at hazard, one hundred and fifty savans, half from the Academy of Belles-Letters, and half from the Academy of Sciences, and nearly all engaged in active teaching, through the greater part of their adult lives, and found that the sum of years lived by them was 10,511, or an average of above 70 years each.

The vital statistics of Massachusetts, compiled by Dr. Edward Jarvis, show that in the five years 1852–57, the number of annual deaths to 100 living teachers was 1.39; while that of clergymen, everywhere as a class noted for longevity, was 1.25; of the legal profession, 2.01; of the medical profession, 2.03; and of agriculturists, 1.76. The mean age at death of those who had died during the fifteen years 1843–58, a slight fraction under thirty-nine years, does not militate against this view, although it may seem to do so; for in Massachusetts, as well as elsewhere in this country, the great majority of those engaged in teaching are under the age of forty-five; very few, comparatively, remaining in the profession beyond that age, except college presidents and professors, who would generally be reckoned among the clergymen. Of course, the reputed deaths of teachers would occur only among those actively engaged in teaching; and their mean age at death would be necessarily lower than in professions which were not generally abandoned in middle life.

Isolated cases of longevity are not of great value, as indicating the healthfulness of a profession; yet when such cases are very numerous, as in the classes of retired military and naval officers and clergymen in Great Britain, they show at least that that profession is not incompatible with health and protracted life. These examples are abundant in the teacher's profession. The venerable Bishop Comenius, notwithstanding bitter persecutions and numerous perils by sea and land, was eighty years of age at his death. Pestalozzi, notwithstanding the many vicissitudes of his early life, passed his eightieth birthday; Fellenberg and Jacotot, active teachers till their death, both survived their seventieth year; and Father Girard, an eminent French teacher, whose system, a modified Pestalozzianism, is largely in vogue in France, died in 1850, after a life of active teaching, at the age of eighty-five. Oberlin was eighty-six; Joseph Lancaster, above seventy. Von Raumer, one of Pestalozzi's most eminent pupils and successors, died the last summer at the age of eighty-three. That our own country is not

behind the countries of Europe, in the venerable age of its teachers, a few examples will prove. Ezekiel Cheever, the paragon of Boston schoolmasters, died at the age of ninety-three. The venerable Doctor Dow, who for seventy years trained the youth of New London, Connecticut, was past ninety when he relinquished teaching. The venerable Doctor Eliphalet Nott,* though approaching his hundredth year, still retains the presidency of Union College; and Doctor Jeremiah Day, though, some years since, he retired from the active duties of the presidency of Yale, still lives, a hale old man, though in his ninety-fourth year. We might name also as among the teachers covered alike with years and honor, who have recently departed, Professor Benjamin Silliman, whose death occurred in his eighty-fifth year, after more than fifty years of active teaching; President Allen, whose intellectual vigor had hardly abated at the age of ninety; the accomplished Quincy, who, though in his later years he had withdrawn from the active life of the teacher, survived in health and vigor to be ninety-two. The eminent scholar and teacher so recently departed, Doctor Francis Wayland, died at the age of sixty-nine, not from disease incurred in teaching, but from extraordinary literary exertion, while suffering from a cold.

With such evidence before us, we cannot doubt that the teacher's career is compatible with longevity and good health.

This might, indeed, be expected. The conditions most favorable to health and long life, are: a sympathetic, regular, well-ordered life, with such employment as shall occupy, without overtasking, the brain; regular exercise in the open air, and sufficient excitement to the ambition or emulation of the subject, to prevent him from sinking into an apathetic condition. These conditions meet more fully in the teacher's profession, than in any other, with the possible exceptions, already noticed, of the clergymen of the Church of England, and the half-pay officers of higher grades in the British army and navy. And the writer is informed by eminent life assurers, that, ordinarily, a teacher is considered a better risk than a member of any other profession.

But while this view of the healthfulness of the teacher's profession will probably be new to some of those engaged in teaching, and may serve to encourage others to enter upon a teacher's life,

* Doctor Nott died on the 29th of January last.

it would be folly to suppose that teachers were exempt from sickness, or "the ills which flesh is heir to." Some enter upon their profession with an enfeebled body, or an hereditary predisposition to disease; and though, in some cases, this may be aggravated by their mode of life and duties, it would be manifestly unfair to attribute to the profession, that disease which existed, either openly or secretly, before their entrance upon it.

A very general impression prevails that teaching induces a tendency to brain disease, and especially to insanity; but there is good reason for believing the impression an erroneous one. On this subject, statistics are the best authority. In the Pennsylvania Hospital for the Insane, one of the largest and best managed institutions of its kind in the world, there had been 2,292 male patients admitted in the 24 years, 1841–1864. Of these, only 36 were teachers, or 1.57 per cent.; the number of clergymen admitted during the same time was 25, or 1.09 per cent.; the number of physicians was 45, or about 2 per cent., and of lawyers 41, or 1.79 per cent. The instituiton being situated in the confines of Philadelphia, and by far the larger part of its patients coming from that city and its immediate vicinity, it is probable that the number of teachers in the district from which the patients were drawn, exceeded that of clergymen, and was fully equal to that of either lawyers or physicians. The number of male students admitted during the same time was 77, of whom 29 were students of medicine, law, or divinity. There were few of the trades or occupations, employing any considerable number of persons, which did not give a larger number of patients, although, from the comparatively high price of board, the number of laboring men or mechanics in its wards would be less than in the city or State institutions.

Acute brain disease, as inflammation of the brain or its enveloping membranes, a rare disease except in persons of irregular habits, is particularly rare among teachers; nor is apoplexy or paralysis common among them, though the latter is more frequent than the former. Paralysis is, however, in the larger number of cases, an hereditary disease, and is not traceable to any cause connected with the teacher's profession.

Nervous affections are to some extent incident to the profession, and especially to the female members of it. Some of these, the result of an unaccustomed weight of care and anxiety, acting upon

an impressible and excitable temperament, are not dangerous in themselves, and after a short experience will pass away, not to return again for months or perhaps years. A difficult case of discipline, the anxiety concerning an approaching examination, or a disappointment in the performance of some model scholar on a day of public exercises, has often resulted in a raking headache, and a nervous prostration which was materially relieved by a "hearty crying spell," but left its traces in sunken eyes and oppressive languor, the next day; but the disease is not serious or generally dangerous, and the fair invalid usually regains her vivacity in a day or two.

More serious, because more enduring and less amenable to treatment, are the various forms of neuralgic suffering, sometimes appearing in the form of what the French have well named *tic-douloureux*, affecting the nerves of the fifth pair, and running along the jaw, ascending to the temple, or extending in sharply defined lines along the scalp, occasionally inflicting terrible agony in the region of the ear; at other times affecting the muscles of the chest or limbs, in that form now designated as rheumatalgia; and everywhere causing a sharp, wearisome, unendurable pain, which may leave the part affected in five minutes, never to return, or may come on in regular or irregular paroxysms for months and even years.

The presence of this painful affection indicates previous disorder of the system, and though in rare cases the result of some local irritation of the nerves, such as the presence of decayed teeth, or of some spiculæ of bone, or other irritant pressing upon a nerve, it is far oftener the consequence of a reduced state of the system, the result of over-exertion, or prostration from climatic or other influences. It need not be said that the sufferer from neuralgia is not in a fit condition to teach; but if, as sometimes may be the case, the labor which has become a most intolerable burden, must be continued for a time, resort should be had to tonics, and especially to some of the preparations of iron.

A more frequent class of diseases incident to the teacher's profession, is the legion of affections of the air passages—catarrhal, buccal, laryngeal, bronchial, and pharyngeal. In common with members of the clerical and legal professions, public lecturers, public singers, and large numbers of persons of no profession, enlarged tonsils and uvula, catarrh, sore throat (the common name of

a half-dozen distinct diseases), occasionally loss of voice, and some bleeding from the throat are common diseases among the teachers of our cities and large towns. There seems to be satisfactory evidence that these affections are on the increase, not only among teachers, but among the other different classes we have named.—Popular opinion assigns the sudden changes in our climate as the cause of them; but popular opinion in this, as in so many other cases, is in the wrong. The climatic changes were as numerous and sudden thirty or forty years ago as now, but these diseases did not then prevail to any thing like the same extent. The sceret of the prevalence of throat affections and other diseases of the air passages at the present day, is *impure air*, acting as a poison upon the air passages when these tissues are in the highest state of excitement. In former times, our school-houses were not by any means air-tight; the air came whistling up through the floor, found its way in around the window-sashes, and very often, too, through the broken panes of glass; and when the door was opened, Great Gust walked, or rather rushed in, to the sad confusion, often, of writing-books and paper. Now, our school-houses are of brick or stone, the floors and windows made tight (the latter often by the use of some patent weather-strip); and into this close room is forced hot air, deprived of all its moisture by passing over the red-hot flues of a furnance; or still worse, the air of the room is made intolerable by the presence of a great, red-hot cast-iron stove in the room. Ventilation is very inadequate, a small hole at the top of the room, or perhaps two, being the only outlets for the mass of carbonic acid gas, and other irrespirable gases, which fill the room, and which being generally heavier than atmospheric air, refuse to rise and pass out of these holes.

Teachers and scholars, intent on progress in study, breathe this foul air, till the head throbs with pain, the eyes burn and smart, the throat feels husky and parched, and every effort at study or teaching, calling the blood more fully to the brain and chest, only aggravates these sensations; and the same state of things recurring from day to day, the throat, lungs, and nostrils become permanently disordered, and ulcerations and other forms of irritation of the air-passages are the result. This class of diseases, from their greater exposure to them, are more prevalent among the female than the male teachers of our schools; and it is perfectly within

bounds to say, that the health of some thousands of our female teachers is permanently impaired, and the lives of hundreds sacrificed to the ignorance and stupidity of those who build our school-houses; and when we consider that the children who attend these schools suffer to an almost equal extent, the injurious effects of this ignorance are almost incalculable.

We can say but little in regard to the means of prevention of these diseases, because in most instances the teacher does not realize the existence of danger until his health is seriously impaired. We may recommend, however, that the teacher should exert all his or her influence to have the ventilation of the school-room improved, where it is defective; that in default of the existence of architectural means of ventilation, the windows should be dropped from the top, water placed where it may slowly evaporate from the heat of the furnace or stove, and the air of the room be thoroughly changed by opening of the windows, at recess, as well as in the intervals, if there are such, as there should be, between the morning and afternoon sessions of the school. While due regard should be had to wearing seasonable clothing, we cannot recommend the use of heavy furs, neckerchiefs of merino or other woollen material, respirators, or any other nonsence of the sort, to protect the throat and chest from cold. All such measures, by retaining the insensible transpiration of the skin, or obstructing the free respiration of pure air, do more hurt than good. The throat should be free from any pressure, and have as little clothing upon it as is consistent with moderate comfort. Pure air, and plenty of it, is the best restorative to these unhealthy conditions of the air-passages. It will be for the advantage of the teachers to have, at all times, a considerable walk to and from the school-room. The lungs and respiratory apparatus will thereby be invigorated, and such open-air exercise is worth infinitely more to his or her health, than the movements necessitated by the exercises of the school-room. The diet of the teacher should be regulated, at least in quantity. The almost universal tendency is to eat too much, and of food which does not readily digest; and so intimate is the sympathy between the stomach and brain that the activity of the one inevitably involves the excitement of the other; and the attempt to keep both actively employed at the same time, imperils the health. For this reason, the food taken by the teacher during the noon recess should be

simple, easily digestible, and very moderate in quantity; and a full meal should not be taken, until the care and mental anxiety and disquietude of the day are laid aside.

This leads us to speak of indigestion, or dyspepsia, which, though by no means peculiar to teachers, is not an infrequent disorder among them. This is invariably the result of errors in diet, and want of sufficient open-air exercise. The errors of diet may be in one direction or another: either from a diet too meager and scanty, or too exclusively vegetable; or from an excess in quantity, and consisting of too much carbonaceous food, fats, butter in excess, etc.; or too highly seasoned food. Often, too, the food is taken with too little mastication, and when the mind is preoccupied with some difficult problem, or disquieted by some carking care. Food taken under such circumstances, will not digest, and will soon impair the powers of the stomach.

Still, we cannot caution the teacher too strongly, especially if inclined to physiological studies, or infected with any dietetic theory, against watching too closely the effect of any article of food on his stomach, or considering constantly whether it is not possible that this article or that may affect his health. The stomach is an admirable servant, but it will not endure watching; and if its action be constantly noticed, it will very soon be found that that action will become abnormal. Blessed, indeed, is that teacher who is never made conscious, by any sensations of discomfort, that he possesses a stomach.

Affections of the liver, such as enlargement, torpor, obstructions of the gall-duct, or of the portal circulation, hemorrhoids, etc., are not infrequent among teachers, as well as other persons engaged in literary pursuits, and those passing an indoor and sedentary life. These are to be prevented, or relieved, by frequent bathing and friction, especially in the region of the liver; by regulation of the bowels; by diet; the wearing of flannel or woollen under-clothing next the skin all the year round, and by vigorous and uniform exercise.

Affections of the heart, except that class which do not come fairly within the physician's province, are not common among teachers. When they occur, they are usually either hereditary, or induced by rheumatism or a sedentary life. In either case, the mischief is accomplished before prevention can have the opportunity

of warding it off. There are, however, simulated affections of the heart, such as palpitation, severe pain in the region of the heart, irregularity of pulse, and apparent cessation of its action for one or two strokes, which are really only disorders of the nervous system, the result of a low grade of action.

Rheumatism and its allied diseases are not so common among teachers now, as they were thirty or forty years since. These diseases are dependent, to a very considerable extent, upon atmospheric causes, though the torpid condition of the liver has often considerable to do with them. The use of flannel under-clothing for the limbs is one of the best preventives, as "patience and flannel" form, perhaps, the surest cure. Frequent bathing, in warm or cold baths, the capacity of the subject for speedy reaction being the guide as to which shall be chosen, will be found a powerful adjuvant to the maintenance of sound health.

But we must close as we began, by insisting that teaching is, in itself, beyond most others, a healtful profession; that if untainted by hereditary infirmities, the teacher using sufficient open-air exercise, and a well-regulated diet, may reasonably hope to attain to as venerable an age as the worthies whom we have enumerated.—With better ventilated school-rooms, a simple but healthful diet, and vigorous and regular exercise, the coming generation may see venerable white-haired patriarchs, and equally venerable matrons, the teachers of more than half a century's experience.—*Dr. L. P. Brockett, in Educational Monthly.*

Marking and Averages.

The prevailing system of marking daily recitations, adopted in all our institutions of learning, though conducive to the highest good, is attended with great labor, and much that is useless. Under the college and public-school system of this country it is the only method by which trustees, committees, and parents can know the real and comparative standard of the scholar. By it the spirit of honorable emulation can alone be secured, and it is the only true standard of promotion in the class, or to higher classes and schools.

Having governed a school of one hundred pupils for some time by this instrumentality alone, I have sought to make it as thorough

as possible, and at the same time to rid myself of all unnecessary work. I pass over the many methods of recording the value of the daily recitation, for in this the teacher seldom finds difficulty. There are scores of pupils who will rule his book, date it, record the names of the classes, and be glad of the opportunity. It is easy to sit in the presence of his class, and in the book thus prepared, record the pupil's mark as he recites.

But the labor is at the end of the month or term, when he is compelled to make out his summary for the inspection of the committee or the parents. Beginning with the reading-class, he must add a column of twenty numbers, more or less, and divide each sum by the whole number of recitations. Thus class after class must go through the same operation. The term closes on Wednesday, and he must have his report ready to read on Friday afternoon. He wishes to be faithful, for he who seeks to adopt this marking system, and is not as true as a banker, secures the contempt of his pupils, and fails. He must consequently spend sleepless nights over this averaging. This leaves him weary for the beginning of the next month, when he most needs his concentrated energy, to give his pupils a first-rate start.

READING:

Oct.	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	Avge
J. Roe.	7	9	6	8	7	*a*	9	8	6	7	8	8	*a*	5	9	8	7	X	9	*a*	6.55
No. 2.	3	4	8	10	13	23	24	26	30	33	35	37	47	52	53	55	58	—	59	69	6.55

By examining the above table, every teacher will recognize a familiar face. There is J. Roe's account with the reading class for the month of October.

The month closes, and J. Roe retires to the playground. Pedagogue's work is not yet done. He only dismisses the aforesaid to resume his task thus: seven and nine are sixteen, and six are twenty-two, and eight are thirty, and seven are thirty-seven, etc., finding the sum of all the figures to be one hundred and thirty-one, which divided by twenty, gives the average six and fifty-five one-hundredths. In a school of thirty classes, and more than thirty pupils in each class, there are nine hundred of these difficult problems, a task which cannot be performed in a shorter time than seven or eight hours. After all this, these averages must be recorded in a journal and on the reports. Let us try and save the above eight hours. Look now at J. Roe's account, No. 2. The maximum of

merit, as before, is ten; the minimum is zero (0). If he gets ten for twenty days, they will amount to two hundred. But the first day he gets three off; mark it down. The next day he is to get nine; mark one more off and make it four. The next day he is to get six; and it is just as easy to take four more off, and write eight, as to put down six. So we mark the month. On the eighth day he is absent, and gets 0, therefore we count the whole ten off. Likewise we count ten off for the seventeenth and twenty-sixth. At the end of the month we find his offs are sixty-nine. The half of sixty-nine, at a glance, is thirty-four and five-tenths, which, subtracted from one hundred, gives six, five, five, or six and fifty-five hundredths by reducing the hundred to ten, the maximum of merit. Or thus we arrive at the same conclusion: sixty-nine from two hundred gives one hundred and thirty-one as before, which, divided by twenty, gives six and fifty-five hundredths. This works equally well for any factor or multiple of the maximum. If now there are eight recitations a month, subtract the offs in the last column from eighty, and divide by eight, and so for any other number.

Another plan of averaging is to add the real marks, from day to day, and divide the last number by the number of recitations. The objection to this is, that in every case the numbers would be very high, at last containing three figures. In the case of perfection, no mark need be made at all, if we count the offs; while, if we add the real mark, it would after the tenth day occupy three figures each time. The offs need never occupy more than two figures, for in case of absences the ciphers can be marked instead of *a* for absences, and added on at the end of the month by glancing from the name to the right. And if a pupil misses a lesson every day, or get below five, he should be suspended from the school. If, now, J. Roe come excused for his absence, he may be allowed during the month to make up his lesson before he recites with the class, and he may be settled with in the column of the last day of his absence.

There may be queries suggested by those who read this. The writer will be happy to answer them in future numbers of the Monthly.—*Educational Monthly.*

SUCCESS.—"There is no greater obstacle to success in life than trusting for something to turn up, instead of going to work and turning up something."

"Educational Fallacies."

Extract from a paper read before the Wisconsin State Teachers' Association, at Whitewater, August 3, 1865, *by Prof. Edward Searing.*

Our second fallacy, is the notion, ill-defined, but apparently general, that Education must advance with the progress of science; that mental culture, somehow, like agriculture, can be greatly facilitated by "improved methods"; that, in fine, Science will yet discover some "royal road"—railroad it is to be—by which a man shall reach the summits of learning as rapidly, and with as little exertion, as he now crosses the chasm of Niagara, or pierces through the Bergen hills.

The prevalence of this notion with its peculiar influence on modern education, is easily explained. Science has so nearly annihilated those ancient foes to man—time and space,—it has in all branches of manual industry so wonderfully abridged labor by the powerful and untiring muscles of machinery, that men are naturally impatient of the old, laborious, protracted method of self-culture. When a journey that once occupied a weary month, can now be performed, with pleasure, in a single day; when a farmer can ride about his fields with comfort, on a contrivance half reaper and half chariot, and perform alone, as if by magic, the work of a dozen men; when a man on the Atlantic seaboard can talk, as it were, face to face, with another across the continent on the Pacific, it is no wonder that we grow impatient at the old stagecoach progress of the advancing ideas; no wonder that we murmur at the still unaided drudgery of seven or ten years at school.

Thus it is that a fast age looks about for some telegraphic method of educating men. It packs a whole modern language into a 12 *mo.* pocket manual, and so arranges it in little, homeopathic, saccharine doses, that it may be swallowed with comfort in the space of six weeks, with no confinement of the patient to his room, and, it might be added, with no diminution of his ignorance. It skillfully arranges Science and Art and Elocution as three birds in a line on one twig, to be "brought down" at one throw of the youthful and impatient learner. It mutilates our noble mother language, defacing with impious hand the evidences of her genealogy and her relationship, robbing her words of their history, their poetry, and often of their very significance, and calling this sacrilege a gain because it thus abridges childhood of a few school days, to pile a trifle

higher the heaps of wealth. It would no longer seek to cultivate, or honor the development of, intellectual or spiritual powers, but rather the simple knowledge of things and the dexterity of hand that conduces to material advantage. Nay,—miracle of miracles! —so jealous is Science of any time spent in mere intellectual exercise that she can now boast the possession of a contrivance by which a knowledge of "languages, music, arithmetic," etc., can be ground out with a crank. The "Patent Metabolical Machine" of Mr. Alfred Long, of England, will now probably, with the aid of steam power, be able to turn out linguists, musicians and mathematicians with a rapidity, correctness, ease and cheapness wonderful to contemplate, and only to be equaled by the facility with which the Hindoos grind out their prayers.

But out upon such unreason; out upon such nonsense, to oppose which ridicule seems the only proper weapon. There is still, thank God, no royal road to learning. Still the path is up rugged and thorny steeps, still the footsteps of the traveler must be slow and his course toilsome, and his courage must be tested and his energy and perseverance tried, and he must toil on through dark nights and through torrid and frigid days, and in years only can he see the miles gathering in his rear and the sunshine brightening above his head; for the prize is great, and the toil and the time alone have made it so. If we would have any good thing, intellectual or moral, we must pay the price; and that which can be bought for a trifle is but of trifling value.

The nature of man is the same to-day that it was a thousand years ago. He can make iron muscles do his work, but his own muscles are subject to no new law of development. He can bridge the ocean with steamships, and put a telegraphic girdle around the earth, but the development of all his own faculties takes place in precisely the same manner, and with precisely the same rapidity as in the days of Cicero. Let us not forget this. Let us remember that as Science gives us now better plows and hoes and rakes than our ancestors possessed, and thus renders the work of the husbandman easier than of old, that nevertheless the seeds we put in the ground to-day follow the same law of germination, and the plants require the same time for maturity; so in the work of education science affords better mechanical facilities, but changes no law of mental growth. The mind can only be disciplined by patient

study and thought, as the muscles by potent exercise. No amusing system of "Object Instruction," no "short methods," no text books revised for the ninety-ninth time—*nothing* will make a scholar but patient, persevering, personal effort.

Let us keep this great truth in view—act upon it ourselves—impress it upon our pupils. Let us be willing to examine all new spades and harrows for stirring the soil in which young ideas may be growing, but never forget—*nor forget to preach*—the inexorable law of development that presides over all our efforts.

Adventures of a Census Marshal.

On reading in the morning papers of my appointment as Marshal of the school census, I commenced to look about me from the lofty position I had attained, and surveyed with the eye of a patriot my chances to be honest in the discharge of my duties. I found that, while I might cheat the Board of Education out of thousands of dollars, I could not, by any means, put a cent more than my salary into my own pocket. Modesty forbids an allusion to the integrity of my resolves, after I had thoroughly convinced myself that such was the case.

Gov. Low and Mr. J. C. Pelton—two gentlemen who, like myself, at the time, were in office—are particularly anxious about certain children between the ages of four and eighteen years; and they requested me to visit the mothers thereof, in *propria persona*, or *Anglice*, 'proper person.'

Now, whether this proper person refers to myself or the mothers, I don't know. I would scarcely, however, apply the epithet of 'proper' to the persons of some of the matrons I met in my rounds—especially those who closed their doors in my face, and shook their fists at me through their windows, or threatened me with hot suds, for taxing—as they remarked politico-economically—the production of children, and thus cutting off the supply.

I found it vain to be facetious with such people. I assured them that the state had passed no law against having children; that our legislature believed the more the marry-er. I thought a poor joke would do for poor people; but they did not laugh at this one then any more than the reader does now.

I commenced my labors in a remote part of the city, thinking to use my experience, and the facility which generally follows in its train, on the quarters of denser population.

At the first house, the lady announced that she was the mother of nine children. Thinking to myself that the work began well, I had stammered through the legal questions, and written down the answers in the most exact manner. As I was turning to go, the mother remarked, incidentally, that four of her nine children were dead. Now what was I to do with the dead children?

Very much to my relief, I learned from headquarters that I had nothing at all to do with them; for I was repeatedly entertained with long lists of corpses.

Let not the careless reader think that I did not sometimes see something besides stupidity in the mother whose affectionate remembrance of the dead caused her to enumerate them with the living.

One day I called at a house from which one of its inmates had just been borne away forever.

"How many children have you, Madam?"

"Three—no, two!" and she burst into tears.

Time had had no chance to bridge over the chasm in the mother's heart; and, walking for a moment in forgetfulness on the brink, she had fallen into the depths of grief.

If we can not hope much for the Mongolians of our city, they certainly hope enough for themselves. In fact, I may set down the Chinese ladies of San Francisco as the most hopeful class of people I ever went amongst. They always invited me to come around next year, stating invariably, as an inducement that they would then have more China babies.

Disputes often occurred between husband and wife as to the ages and number of their offspring. The wife sometimes contended that, though she had given a correct report of hers, the husband had more children than he had accounted for. In this instance the husband generally explained that he was unaware of the whereabouts of his progeny—which seemed to satisfy the wife, as per force it did me.

But imagine my embarrassment when a lady of Irish extraction told me that she had four children, and her husband said she had

'nary one'. He had been married to her for fifteen years and was impressed with the idea that he ought to know.

They both persisted in their assertions; but neither side would show any proofs. How was I to decide between them? Solomon was a wise man; but no sword-and-baby business would have answered in this case—especially as I saw no sword or children either to appeal to.

I did what, in my humble opinion, was wiser and had more human nature in it than any thing recorded of Solomon—I appealed to the neighbors. And I may here make a general remark that during my experience as a marshal, I invariably found the neighbors better authority on any family matter (not concerning themselves) than the husband, or wife, or any body else who ought to know.

The neighbors all pronounced themselves in favor of the no-children side of the question. They had seen marked indications of insanity in both parties to the dispute; but had never seen or heard any indications of children. The testimony was too strong against the woman; and I was obliged to decide, her impressions to the contrary notwithstanding, that she had never been a mother.

On one occasion I asked a man whether he had any children.

"I do n't know," was his answer.

"If you do n't, who does?" exclaimed I, bewildered.

The man looked uneasy.

The pause ensuing was broken, at last, by a voice which any one would recognize as that of a young baby.

"There! what 's that?" I asked.

"Wait, I will go and see."

Before the door shut on him I caught a glimpse of several mysterious old women, who were rushing around somewhat excitedly in the next room.

Returning, the new father said he believed he *had* one child.

"Is it a boy or girl?"

"I do n't know; but I 'll—"

"Never mind," said I, taking my departure.

And thus daily, the work went nobly on—the school census, I mean.

It is finished now for the year; but there is a peculiarity in the climate of California which warrants me in the assertion that, in

this state, no census will stay taken. In two houses in succession I found three pairs of twins. As Bilkey Brown says, in the play, "There 's nothing like it."—*Allaquiz, in California Teacher.*

Hard Study not Unhealthy.

It is frequently supposed that hard study is very unhealthy, and it is even supposed, by some, that young people kill themselves by hard study. I wish to say, emphatically, that all these stories are monstrous fabrications: that no child, girl, boy, man, or woman, ever died of hard study; and that all complaints made against schools, of injuring the health of students by hard study, are utterly calumnious and false; and that among the most healthful exercises, the exercises that most promote vigor, strength—physical vigor, physical strength—is the exercise of the human brain—which is itself a physical organ—only it must not be exercised alone. But the pale and puny student, who flatters his self-conceit that he is suffering dyspepsia, and all the ills that come with it, because he is so *intellectual*, may not 'lay that flattering unction to his soul' any longer; it is because he is a *fool*, it is because he is a fanatic, it is because he has *not* exercised his brain, and neglected the other parts of his system also. With a sound system of physical exercise, and healthy modes of living, that same pale and self-fancying intellectual being would accomplish twice, four times the intellectual work that has brought him to death's door—and he prides himself on being in that very pleasant position.

It has been proved, by statistics, that among the longest livers, as a general rule, are the most intellectual. Professor Pierce, of our University, examined the subject, and he found, somewhat to the surprise of a portion of community—I won't say what portion—that, taking classes in the average, those that are the first to die are those who are the dullest and stupidest and most irregular during their college life; while, as a general rule—of course there are exceptions, but exceptions prove the rule in this as in all other things—that good scholars, those who exercise their brains constantly, thoroughly, faithfully, and have performed all their duties conscientiously, are the longest lived. I think these are facts really worth being impressed upon the young.—*President Felton.*

Editorial Miscellany.

FRIENDS OF EDUCATION: It is with a great deal of diffidence that we appear before the educational public, for the first time, in the capacity of Editor. We regret, also, that our name is not better known among the Teachers of the State; for the prestige of reputation is very valuable in an undertaking of this kind.—Our predecessors have been men of reputation and ability. Under their guardianship, the JOURNAL OF EDUCATION has attained a high rank as an educational journal, and a comparison of it with journals of other and older States, has been very gratifying to Teachers of this State. For nine years the JOURNAL has lived, dependent mainly upon State aid. This aid has now been cut off, and the JOURNAL looks to another source for its main support, a source, that, we hope, will never fail—the Teachers. Never let it be said that a State with 8000 Teachers failed to support an educational journal. Every Teacher should read it just as much as every business man should the newspaper.

Each one should strive to elevate his profession. The Teachers' reward is not wholly in dollars and cents. His ambition should not be salary. A journal of education is a kind of medium between Teachers, communicating educational intelligence, circulating choice words from the best educators, upon topics of interest to the Teacher, introducing Superintendents, Teachers, and patrons of education to one another. A journal to be successful must be well sustained by subscribers and contributors. We call upon you, then, as co-laborers in the great work of redeeming the world from ignorance, to aid us cheerfully with your money and your talents. We do not wish to feel that our old friend, the JOURNAL, is dead! it was but sleeping for a while, awaiting the great general revival of education which we now expect to see in this country, after the demoralizing effects of a civil war. Although we feel our inferiority, in view of the task before us, we

hope, that, by untiring zeal and perseverance, we may do our part in preserving the former high reputation of the JOURNAL OF EDUCATION, and in establishing it upon a firm foundation, which legislative action cannot destroy. The older and better educated Teachers of this State are capable of writing interesting and instructive articles for young and inexperienced Teachers. We look to you then, for aid in filling our JOURNAL with good reading, and hope we may not be dependent upon other States. We shall present to you from time to time interesting documents from the Office of the State Superintendent, and we have the promise of hearty support from many of our County Superintendents. The best Teachers in this State invariably subscribe for the JOURNAL, and it is a deplorable fact, that, our more deficient Teachers seem determined to remain so. We would request each County Superintendent, at the Spring examinations, to act as agents in securing subscriptions, to urge upon Teachers their duty to, and their interest in the JOURNAL OF EDUCATION. The JOURNAL can be well sustained with 2000 subscribers, and we hope we shall not be compelled to record the fact, that not one Teacher in four would subscribe for it. Rally, Teachers, to its support.

Eminent Educators Deceased in 1865.

WE have been called upon the last year to mourn the demise of the greatest American Scholar, and one of our most prominent Statesmen—EDWARD EVERETT. A professor of Harvard University at the early age of twenty-five, he had devoted nearly all of the remainder of his life to the advance of education. No person did more to found the Public Library of Boston, (one of the greatest blessings that city has ever received). No person did more for the purchase of the home of Washington. Since the war, no person, considering his means, has done more towards vindicating the supremacy of the National Government. He leaves a large circle of mourning friends. He died on the 15th of January.

SYDNEY A. THOMAS, of New Haven, one of the oldest Teachers of Connecticut, died February 5th.

REV. R. O. KELLOGG, Professor in Lawrence University, took his life in a paroxysm of insanity, in February.

The educational profession, as well as the literary world, met with a great loss on the 10th of June, in the death of MRS. LYDIA HUNTLEY SIGOURNEY, who was widely known, and the excellence of whose character and writings needs no comment.

The Right Reverend ALONZO POTTER, D. D., an accomplished Teacher, and a zealous friend of education, died in San Francisco, July 4th.

Rev. FRANCIS WAYLAND, D. D., L. L. D., author of several valuable School and College text-books, late President of Brown University, died on the 30th of September.

JAMES S. EATON, author of Eaton's Arithmetic, for many years Principal of the English Department of Phillips' Academy, Andover, Mass., died October 10th. On the same day, MRS. ELIZABETH RICORD, once a popular Teacher and author of several text Books.

Rev. GEORGE MUSGROVE GIGER, D. D., late Professor of Latin in New Jersey College, died on the 11th of October.

The Boston *Advertiser* of November 2d, informs us that JOSEPH E. WORCESTER, L. L. D., the distinguished lexicographer, died on Friday, October 27th, at his residence in Cambridge, at the advanced age of eighty-one years. Dr. WORCESTER was born in Bedford, New Hampshire, August 24th, 1784. He graduated at Yale College in 1811, and was for some time a Teacher in Salem, but in 1819 removed to Cambridge. He began as early as 1817 the issue of his long series of manuals and text-books in geography and history, and in 1827 made his first essay in lexicography, in a revised edition of Johnson. His labors in this department of learning were unremitting, and resulted in a series of important publications, concluding with the great quarto, which in 1860 may be said to have finished the work of his life, and established his name in the first rank of the lexicographers of our language.

Dr. WORCESTER'S career was distinguished by a conscientious fidelity to the task which he had undertaken. He aimed to preserve the purity of our tongue, and to establish a standard which should have the sanction both of classical usage and cultivated taste. His success in this effort was such as to crown him with literary honors which few can hope to gain in the laborious and dry field of study which he selected for himself. Degrees from Yale, Harvard and Dartmouth Colleges, and election as member of sev-

eral learned societies, here and in England, testify to the respect in which his industry and his attainments were held.

OVER THE ATLANTIC.

H. G. OLLENDORFF, a Teacher of languages in Paris, whose system of acquiring French, German, Italian, and other European languages, has received so wide a circulation, died on the 30th of October.

CHARLES VON RAUMER, a German Professor and author, died in June.

Dr. FARNZ AHN, whose German Method, is widely known, died in September.

Dr. CHARLES RICHARDSON, an eminent English lexicographer, died on the 6th of October, at the ripe age of ninety-one.—*Condensed from Exchanges.*

General Intelligence.

NASHOTAH Theological Seminary at Summit, Waukesha county, is, we learn, in a flourishing condition. This institution has educated more than one hundred for the Ministry. These graduates are found in almost every State in the Union, and are, as a body, marked, on the tesimony of Bishops, Clergy and Laity, by devotedness, zeal and loyalty. The preparatory school for this Seminary is located at Racine.

MILTON ACADEMY.—This most excellent school is still flourishing under the *regime* of its former energetic and popular Principal, Rev. W. C. WHITFORD. Prof. SEARING, still remains as Teacher of ancient literature. He has lately returned from a visiting tour among the best classical schools of the East. He evidently believes in improvement, and we know of no one who tries harder to perfect himself in his profession. This is an excellent school for young men and ladies, for many reasons. The town is quiet and presents but few of the seductive influences of larger towns; it is healthy; the school has fine and convenient buildings and excellent Teachers. Long may it flourish.

EVANSVILLE SEMINARY, is in a highly prosperous condition. It has at present 170 Students and 5 Teachers. Rev. H. COLMAN, Principal.

THE NORMAL DEPARTMENT of the State University has recently met with a great loss in the resignation of Professor ALLEN, who has so long and ably managed that department. The loss, however, is not without recompense. A successor has been found every way fitted for the responsible duties of his situation—Professor J. C. PICKARD, (brother of our former State Superintendent).—He has had extensive experience in Teaching, and in conducting Institutes. We hope he will become a *fixture* to the University, and we hereby warn all *outsiders* from meddling or trifling with him, by holding out more liberal inducements. We learn that the number of students is large and of "good quality." We suppose by that, is meant that the *rough edges* have been taken off from the *raw material*. This Normal School possesses a great advantage over most Normal Schools in this country, as it has the services of the University Professors, and a more extensive apparatus, cabinet and library than it would enjoy if unconnected with the University.

FAYETTE HIGH SCHOOL, LaFayette County, enjoys the services of J. B. PARKINSON, late Democratic candidate for State Superintendent. It numbers 100 students.

BELOIT COLLEGE.—The Freshman Class numbers 30, which is a good class for this College. It begins "to look up," since the war is ended.

HIGH SCHOOL.—Colonel POTTER, formerly a Chicago Teacher, succeeds Mr. HAVEN, in the High School. We are glad that Beloit appreciates a good Teacher sufficiently to pay him well for his services. They have increased the wages of Principal the past year from $800 to $1500. To every School District in the State we would say, "go and do likewise."

RIPON.—N. P. GAGE, who has so long and satisfactorily officiated as Principal of Public Schools, still remains with an increased salary.

WAUPUN.—Mr. DARROW still remains in charge of Public Schools.

FOND DU LAC.—The Schools are still under the charge of O. C. STEENBURG.

WAUPACCA is to have a new and commodious School House.

RIPON COLLEGE is in a flourishing condition, and has in all 150 students.

Senator ANTHONY, of R. I., has presented a petition to Congress, asking that a copy of every public document published be sent to every Public School in the country.

THE NEW YORK TEACHER, notices Wisconsin and Missouri under the head of "Foreign Intelligence." We dislike to have the word *foreign* applied to us, as did Mr PICKARD to be called "the distinguished stranger from abroad," at the State Teachers Association at Milton.

GONE.—We reget that we are called upon to herald the death of an excellent Teacher, L. H. WARREN. He left his home in Darlington last Summer to attend the State Teachers Association at Whitewater, expecting to return in a few days. Two or three days after, his body was found in the river near Freeport. The cause of his death is unknown; the circumstances attending it, very mysterious.

The Rev. Dr. ELIPHALET NOTT, for over sixty years President of Union College, died on January 29th, 1866, in the 93d year of his age. In our next issue we will give a brief biographical notice of this distinguished man.

A CHANGE.—The office of the Superintendent of Public Instruction has been moved to the Capitol. The rooms are beautiful and commodious and tastefully furnished. One thing is lacking, something to adorn the walls, and we suggest that if the State will not furnish it with portraits of distinguished educators and other engravings, that the Teachers, who are the party interested, take the matter in hand. We congratulate the Superintendent and his Assistant on the pleasant change.

The Pennsylvania School Journal advertises for an Associate Editor, to whom suitable compensation will be made. We are glad to hear of such prosperity as this indicates.

We have the promise of an article, at no distant day, from Prof. SEARING, embodying the fruits of his late researches in Eastern States, in regard to Classical Schools and Literature.

THE CHICAGO TELESCOPE.—The following from the *Massachusetts Teacher*, will give our readers some notion of this new instrument:

"This great instrument, manufactured by Mr. Alvin Clark, of Cambridge, will be shipped in a few days, and set up in the Dearborn Tower at the University of Chicago. This tower was built

by the munificence of Mr. J. Y. Scammon, at an expense of $25,000, and is named by him the Dearborn Tower, in memory of his wife, who died while abroad some years since.

The Clark Telescope is a refractor, with an objective eighteen and three-quarter inches in the clear aperture, and a focal length of twenty-three feet. "Compared with the Harvard instrument, the largest of the kind in existence," wrote the late Capt. Gillis, Superintendent of the National Observatory at Washington, "it is as thirty-four to twenty-one, being thus more than one-half larger than any now in use. The eyes of the whole scientific world are turned to Chicago, awaiting the results. When the instrument is properly mounted and manned, no one can predict its future."—When first completed, the object-glass was inserted in a rude board tube, and drawn down by means of a tackle for trial. In thus sweeping but a small belt of the heavens, it caused at once a discovery for which it received the most favorable notice of foreign scientific associations, and also took the largest astronomical reward at Paris—the Leland prize of five hundred francs. It is a matter of just pride and congratulation that this instrument was manufactured by one of our countrymen.

By the gifts of $5,000 from Walter S. Gurnee, of New York City, Prof. Mixter has been enabled to order from Berlin the largest meridian circle ever manufactured, similar in kind to the Olcott Circle of the Dudley Observatory at Albany.

Chicago University, during the last two years, has received $175,000. Of this sum, $100,000 has been expended in buildings, and $25,000 in astronomical instruments, and the remaining $50,000 devoted to endowments."

PERSONAL.—Rev. J. B. PRADT, is pleasantly located at Glendale, Ohio.

We notice from the Superintendent's Report that, in 40 counties, the Eclectic Series, published by SARGENT, WILSON & HINKLE, is used wholly or in part. This is owing to the excellency of the books, and to extensive advertising. The fact, that the above firm sells more books in this State than any other Publishing House in the United States, proves conclusively that "Advertising is the life of business." We would invite the attention of our readers to their advertisement.

State Teachers' Association.

THE association held its thirteenth annual meeting at Whitewater, commencing August 1st and continuing in session four days, Rev. W. C. WHITFORD, Principal of Milton Academy, presided.

Lectures were delivered by,

Rev. W. ALEXANDER, on "*Study.*"

Rev. W. C. WHITFORD, on "*The Intellectual Culture of Work.*"

Rev. G. ANDERSON, on "*Utility in Education.*"

Rev. J. MCNAMARA, on "*School Discipline.*"

Senator T. O. HOWE, on "*The necessity of a more Extensive Education for the Welfare of the State.*"

Prof. E. SEARING, on "*Educational Fallacies,*" and

Prof. E. H. MERRILL, on "*The End of Learning.*"

The following resolutions were adopted:

Resolved, That the Association do earnestly urge upon all teachers of reading, greater attention to the culture of the voice, and in order to secure this, it is recommended that the spelling of a portion of the words of each lesson by using the phonetic elements instead of the letters, be made a frequent exercise in all our schools.

Resolved, That the hearty thanks of the Wisconsin Teachers' Association are hereby tendered Senator Howe, for his profound and eloquent address.

Resolved, That the executive Committee be and hereby are requested to procure the publication of Senator Howe's address in a neat pamphlet form, if it can be obtained, and to take such steps as shall secure its general circulation, and said committee are hereby authorized to use, for this purpose, such part of the money in the treasury of the Association, as they may deem proper.

WHEREAS, Normal Schools are an essential part of every system of Public Instruction, and

WHEREAS, the Legislature of this State, at its last session, did, with singular wisdom, make liberal provision for their support, therefore, Resolved,

1. That a system of Normal Schools for the training of teachers is an indispensable necessity to the progress of education in this State.

2. That the experience of other countries, as well as our own, proves that Normal Schools cannot be engrafted upon or made subordinate departments of other institutions of learning.

3. That several Normal Schoools, properly located in different parts of the State, and each maintained at moderate expense, would be more efficient and economical than one State Normal School, however liberally supported.

4. That our Normal Schools should be organized and conducted with special reference to the training of teachers for the Public Schools of the State, and as a means to this end there shall be established, in connection with each Normal School, one Model School, in which all teachers may put in practice the knowledge gained by them through study.

Resolved, That this Association memorialize the Legislature to pass an act requiring School Districts to fence their School House Lots and put them in good order.

WHEREAS, No provision is made by law for the support of County Institutes, and, whereas, in such Institutes are to be found the only means for normal instruction for the current year, therefore be it

Resolved, That this Association request the Board of Normal Regents, if it has the power, to devote ten per cent. of the income of the Normal Fund for the current year, to the support of Normal Institutes in as many counties as they may deem practicable.

Resolved, That we acknowledge our dependence upon God, our Father, for all our mercies and blessings, and that we recognize with grateful hearts his preserving and protecting care in bringing us together again in this our thirteenth annual meeting.

Resolved, That, in common with all classes of our fellow citizens, we deeply mourn the death of our late beloved President, Abraham Lincoln; that we recognize in his assassination the crowning perfidy and guilt of a rebellion the most wanton, wicked and causeless the world ever saw; and that we will labor with renewed zeal and energy to so extend schools that we shall secure the universal education of our people, and thus prevent the recurrence of so disastrous a revolt against good government, liberty and law.

Resolved, That we believe it to be the imperative duty of our Legislature to take immediate and liberal measures to provide for the maintenance and education of the destitute children in our state, made orphans in our great national struggle.

Resolved, That the sincere thanks of the members of this Association are hereby tendered to the citizens of Whitewater for the generous hospitality and thoughtful courtesy shown us during our stay in their beautiful village, and that we will carry with us to our several homes, and long retain pleasant memories of this meeting.

Also, to the Rev's. W. Alexander, G. Anderson and J. McNamara, and Prof.'s E. Searing and E. H. Merrill, for the interesting and valuable lectures and addresses delivered by them:

Also to the Mil. & Pr. du C., Chi. &. N. W., Chi. & Mil., and Racine & Miss. Railroads, for free return passes from this meeting;

Also to the officers of the Association for the prompt, impartial, and efficient manner in which they have discharged the duties pertaining to their responsible positions.

The attendance of teachers and citizens was large, and the discussions were profitable.

The Teachers' Association is a powerful agency in advancing our educational interests. Among its members are found the teachers of ability and experience, and the resolutions passed by them are deserving of attention and consideration.

TEACHER'S INSTITUTES.

Teacher's Institutes have been held in thirty-one counties during the past year. County Superintendents are required by section 92 of the School Code, "to organize and conduct at least one institute for the instruction of teachers in each year." There is reason to believe that this provision of law has been disregarded in about one-half the counties.—*From State Superintendent's Report.*

Wisconsin Educational Intelligence.

According to the State Superintendent's Report there are 11,948 more scholars reported as attending public schools this year than last. The whole number of members is 66 per cent. of the whole number over 4 and under 20 years of age in the State. The number less than 4 years of age, who have been registered, is 1,252. The number over 20 years of age, who have attended school, is 1,523. The average length of time the public schools have been kept during the past year is 14 days more than it was last year, and more than it has ever been except in 1860. The average number of days the past year was 134½. The number of teachers employed in public schools was 7,532. During the past year there has been an increase of 518 male teachers. The demand for teachers is at present greater than the supply. Hundreds of persons possessing limited attainments are employed, not because the people are indifferent to their qualifications, but because the school houses would be unoccupied unless these were employed. There have been granted the past year 59 certificates of the *first grade*, 195 of the *second grade*, and 6,828 of the *third grade*. There has been an increase in the monthly wages paid to teachers during the past year. The average wages of male teachers was $36,45, an increase of $4,06. The average wages of female teachers was $22,24, an increase of $2,81, over the year preceding. There has been raised by tax for school purposes $2,70 for each child over 4 and under 20 years of age, and $4,07 for each child registered as a member of public schools. The number of school houses is 4,338, accommodating 241,595 pupils. There are 517 school houses without black-boards, and 3,943 without clocks. The number of children of school age in the State is 335,582, and the amount of public money apportioned to each pupil is 46 cents.

BOOK NOTICES.

MITCHELL'S GEOGRAPHIES.—First Lessons in Geography, Primary Geography and New Intermediate Geography, Published by E. H. Butler & Co., Philadelphia, Pa.

The Maps are copper-plate engravings, and are brought down to the present date. These books are beautifully illustrated with engravings of men, buildings and natural scenery peculiar to the different countries. One great error common to most Intermediate Geographies, is remedied in this; but few Map questions are given, and those of principal importance. The mind of the scholar should not be burdened with too many names of unimportant places, rivers, &c., as it is apt to crowd out what is of more importance. An error common to Primary Geographies is partially remedied. We refer to the use of words in description, they should be more simple. We find from experience that the use of too difficult words in Primary Books is a serious defect. MITCHELL'S Geographies are being widely circulated in this State.

MONTEITH'S Physical and Intermediate Geography, in two parts, has just been issued in New York, by A. S. BARNES & Co.

We have received a copy, and are highly pleased with the book, and the new method of teaching Geography. In no way can children be taught abstract principles so well as by comparison with common things. The Ancients understood this method of teaching and used it successfully. This work is intended for the use of teachers and pupils. In Part the First geography is treated as a science, written and illustrated on the plan of object teaching. In Part the Second we have local and civil geography, containing many maps, remarkable for their clearness, an improved system of map exercises, with a pronouncing vocabulary of geographical names. Mr. JAMES MONTEITH, the author, is favorably known as the writer and compiler of a series of school geographies and a History of the United States.

NORTH AMERICAN REVIEW—Published quarterly by Ticknor & Fields, Boston, at $6 per annum. $1:50 for a single number.

The January number of this excellent Quarterly Review has reached us. It is still edited by Prof. James Russell Lowell and Charles Eliot Norton, Esq., whose names are a tower of strength in the literary world, and are a sufficient recommendation of the excellency of the work. The contributors to its columns are the best the country affords, and the publishers spare neither time nor expense in making it the leading Review of the country, which it has been for more than half a century. The article on "Climatic Influences as bearing upon Secession and Reconstruction," is the most sensible exposition of the causes of the rebellion that we remember to have read. "Our Financial Future" is an article of great practical utility at the present time. The book is printed upon paper of first quality. The print is so clear that it almost speaks, as you look upon it; it is really a treat to read it.

ATLANTIC MONTHLY.—Published by Ticknor & Fields, Boston, at $4:00 per year.

We are in receipt of the January and February numbers of this periodical. We have read this Magazine with great interest and profit since it started,

more than eight years ago; our interest is still unabated. If there is a change in the Magazine, it is for the better. Harriet Beecher Stowe still continues "The Chimney Corner." Whatever she may be in practice she shows herself to be well skilled in the theory of house-keeping. Her articles are interesting to all. It would be hard to find a better corps of contributors than the "Atlantic" has: among them are Agassiz, Dio Lewis, T. W. Higginson, Longfellow, Whittier, Bayard Taylor, J. T. Trowbridge, Donald G. Mitchell, and Gail Hamilton. Those who read it one year seldom fail to read it for a longer time.

OUR YOUNG FOLKS.—A monthly periodical for children, published by Ticknor & Fields, Boston, $2:00 per annum.

Although this Magazine has been published but little more than a year, it has attained a large circulation and is justly acknowledged the best Magazine for children in existence. It has far surpassed our expectations. We little thought that the staid old maids and mothers of young men and women could enter so heartily into the interests of the young and so well adapt their conversation to them as they have. We would call the attention of teachers to the advertisement of this periodical and would urge upon them the propriety of their acting as agents in their respective schools to secure subscribers, for in no way can we better protect the young from the evil influences of the streets and saloons than by furnishing them with something attractive, amusing, and healthy (if you will allow the word) to read in their leisure hours.

EVERY SATURDAY.—Published by Ticknor & Fields, Boston, $5:00 per year.—Single numbers 10 cents.

On the sixth of January, Messrs. Ticknor & Fields, commenced the publication of this new paper, which contains selections from the best foreign publications. Some of the best literature of the day is lost to American readers, owing to the difficulty and expense of obtaining foreign periodicals. As a remedy, the Publishers have undertaken to publish this new journal, and the public thank them for it. We like it extremely and know of no better recommendation of it, than, that it is published by the above gentlemen.

DEMOREST'S MONTHLY MAGAZINE, $3:00 per annum and premium. This "Mirror of Fashion," contains fashion plates and patterns sufficient to suit the most fastidious. It is what every lady should have, if she wishes to know what to wear and how to wear it. The reading matter is well selected. We were well pleased with an article in the February number, entitled, "Talks with Women," by Jennie June.

THE colored children in Newport and Providence, Rhode Island, are admitted, by a recent vote of the school committee, to the public schools.

GREATNESS.—The truly illustrious are they who do not court the praise of the world, but perform the actions which deserve it.

Publisher's Department.

WITH this number begins the Tenth Volume of the WISCONSIN JOURNAL OF EDUCATION. In every northern state, east of the Rocky Mountains, except Minnesota, is sustained an educational journal, and in some states two; and we are glad to know that in most states they are well supported by the educational public. In one or two states, the journal seems to lead a sickly existence, but generally, since the close of the war, educational interests have received a fresh impetus, the circulation of journals of education has been increased, and the journals reach us highly improved in paper, type, and matter. We have commenced the publication of this journal on our own responsibility, trusting that Superintendents and Teachers, alike, will do all in their power to establish this journal on a lasting basis. We all ought to feel a state pride in our journal, and do all in our power to make it an interesting and profitable journal. The publisher promises to make every exertion in his power to make it a success. The war is successfully brought to a close; peace and plenty again reign. There never has been a time, since this state was first organized, when the educational public were better able to support a good journal, or when one was more needed. Teachers and superintendents have magnanimously hazarded their lives to support our government. Some of these have never returned, but have gone to answer to the *muster-roll* on high. To their memory we shed our grateful tears. We hope those who have returned, aided by every teacher in the state, will deal as vigorous blows in the cause of education as they did in the cause of their government. We hope that General Ignorance and his forces will be scattered, and that General Knowledge will reign from the Atlantic to the Pacific, all over this glorious country. We send the JOURNAL to most of the old subscribers, trusting that the same generous motives, that influenced them before to aid in the support of the JOURNAL OF EDUCATION, still actuate them.

TERMS: $1:25 per year, in advance; or, five copies for $5.

SPECIAL OFFER: By an arrangement with the publishers, we will furnish the *Atlantic Monthly*, *Harper's Month'y*, or *Harper's Weekly*, and the JOURNAL, for $4, which is the subscription price of each of the three periodicals above named. We will also furnish *Our Young Folks* and the JOURNAL, for $2:25; *North American Review* and the JOURNAL, for $6; *Every Saturday* and the JOURNAL, for $4:50.

TERMS OF ADVERTISING: The annexed table shows the terms of advertising in the JOURNAL OF EDUCATION. ☞ Payments expected quarterly. Time and space to be occupied should be stated by advertisers. Any material change of standing matter will be charged for at the rate of $2 per page. No advertisement counted less than one-fourth of a page.

	1 mo.	3 mos.	6 mos.	1 year.
1 Page	$10 00	$25 00	$45 00	$75 00
½ Page	6 00	15 00	25 00	45 00
⅓ Page	4 00	10 00	16 00	30 00
¼ Page	3 00	8 00	13 00	25 00

WISCONSIN

JOURNAL OF EDUCATION.

VOLUME X. APRIL, 1866. NUMBER 2.

Universal Education.

Extract from an Address Delivered before the State Teachers Association, on Monday August 2d, 1865, by Hon. T. O. Howe.

Education must be more general. That is not enough. It must be universal. I mean absolutely universal.

There should not be an exception. Do you not comprehend what a sad spectacle is that of a full-grown man, busy with affairs, but who cannot read nor write? Doubtless you remember when men, who pretended they were farmers, raised animals which they pretended were swine, but whose snouts and bodies were so nearly of the same length and the same size that you never could exactly determine whether the snout was an appendage to the body, or the body an appendage to the snout. Would you not say that a farmer, who should produce such hogs now, was greatly mistaken? What then will you say of a state that raises men to act a part in these grandest and busiest of times, when God's hive seems actually swarming, but without the faculty of comprehending them, or filling his post, in them; which raises men to elect Presidents, but without the ability to read the name of a single candidate? That is not a mistake, that is a crime.

The State sends a citizen to State Prison who coins a counterfeit bank note and passes it for genuine. Where should a State be sent which raises a blockhead and passes him for a man?

Education must be more general. It must also be more practical.

Teach the world not only to know more, but to do more; "to practice what they know."

Are not study and experiment too widely separated? Is it not often that the Educator turns out a student, whose time he has engrossed from the age of four to twenty-one years—turns him out replete with the sciences, indeed, but so ignorant of the use to be made of them that upon being transferred to the pursuits of practical life, he droops as inevitably as the cabbage transplanted from the hot-house to the garden?

It is not enough to teach one to write, unless you teach him what to write; or at least unless you teach him what *not* to write. It is not enough to teach one to read, unless you teach him what to read. For God's sake, give us a generation which will not enable the editor of the New York Ledger to drive four-in-hand, while many an earnest and faithful clergyman lives on six hundred a year.

I know you will encounter some difficulties in attaining such results. It is easier to expound the necessity for public instruction than to supply it. I know you cannot furnish scholars and statesmen for the Republic, at your own cost. The Republic should furnish you houses, pupils, and compensation. None of these means do the communities seem to supply. That happens because the education of the last generation, and all preceding generations, was neglected. You have now two generations to educate at once. You must be at once Statesmen, Missionaries, and Professors.—You must comprehend the necessity for this education as a Statesman does; you must expound it as the Missionary expounds the other gospel to the heathen; you must supply it as the Professor supplies it.

The expenditure for educational purposes, even in Wisconsin, is so meagre as to be scandalous. The whole amount raised by taxation for educational purposes, during the year, ending in August, 1864, was $821,859 78. The whole number of children, between four and twenty years of age, to be educated, was 329,906. That was less than three dollars per child. It costs you twice that to raise a calf. If we expend twice as much per annum in raising calves as in raising statesmen, you must not be surprised if calves fill their places best in society.

As a rule, your school houses are a reproach. They should be

not only wholesome and commodious, but elegant. No district should permit the children of any inhabitant to be better housed at home than all are at school. The district is always more wealthy than any inhabitant of it; and its school house should be more elegant than any private residence in it. Your school houses, returned last year, numbered a little more than four thousand. The highest valuation of any single house was $32,000. That is pretty well. The lowest valuation was returned at one cent. That is rather cheap. The aggregate valuation was a little more than $1,400,000, giving an average value of about $300. That will never do. So long as your billiard rooms and your drinking saloons are more elegantly fitted up than your school houses, you must not wonder if children of elegant tastes, but immature judgments, seek the former rather than the latter.

But the communities not only furnish poor houses; they do not send their children to school. Of the whole number of children between four and twenty years of age in the State, only about two-thirds attended school at all. This attendance amounted to only fifty-eight per cent. of the year; while the attendance of the number entitled to school privileges was only thirty-three per cent. How much better will our successors meet their responsibilities than we do, if their opportunities for cultivation are neglected thus?

The newspapers inform us that Maximilian, a prince imported from Europe, and placed on the throne of Mexico by European arms, has recently issued a decree requiring free schools to be opened for all Mexican youth, and compelling all Mexican youth to attend upon the schools. If the fact be so, and he will adhere to that policy, I, for one, shall be very unwilling to see him driven from his throne. And if, contrary to my wish, he is driven therefrom, I shall desire to make him Superintendent of Instruction for the State of Wisconsin, notwithstanding I have the most exalted opinion of the merits of our present Superintendent. If an Austrian Prince will educate the rising generation of Mexico, he will do infinitely more than the Mexican people have ever done for any preceding generation. And such a generation once risen in Mexico, will effectually take care of her own institutions, and save us from all trouble about the Monroe doctrine, so far as that territory is concerned. And that is not the only service he will have rendered the United States. He will have enabled us then to run the

boundary line between Mexican guerillas and Northern filibusters; a line as difficult to trace now as is the dividing line between a blister of Spanish flies and the sore to which it is applied, twenty-four hours after the application.

I do not know what sort of instruction is furnished in our public schools. I could almost hope it is poor. If good instruction is furnished, it is stolen. Certainly it is not paid for. The same very able Report, from which I have already quoted, informs the world, and the angels too, that the average sum paid male teachers, during the winter months, is $30,02. Now that is just four dollars and ninety-eight cents less than I pay a man, per month, for taking care of my horses and garden.

The tendency of all this is to degrade and vulgarize the public school. They are placed upon the footing of a public charity. In fact, the education of the State is no more a charity than the legislation of the State. The former is as much a prime necessity as the latter. There can be no wise legislation without education. The result of this narrow policy is to found innumerable private schools, leading to more and more indifference to the public schools, and imposing upon families who have the ability, the necessity of sending their children abroad to obtain, at great expense, special advantages which every neighborhood might furnish, and ought to furnish, to all its youth at home.

I entreat you to reverse this whole policy; enlarge your houses, adorn them, furnish them, fill them. Pay your teachers such salaries as will command the best talent you have.

Let no man tell me I am sighing for Utopia. I am not sighing at all; I am groaning. Not for the advent of the millennium, but for the advent of common sense. I know it is not sensible to commit a ship and her rich cargo to the care of mariners who know nothing of navigation. And I know it is not sensible to commit a State to the keeping of those who know not a law of her being.

I demand Education, not for the welfare of the individual or of the family alone, but for the security of the State. Let no man imagine that the child he carelessly passes on the street, in rags and squalor, has no relation to himself. If he lives, his influence will be felt in the State for weal or for woe, according as he shall be fashioned by the State. He may be fashioned into a vessel of honor, or of dishonor.

My friend had a piano forte, the strings of which, by long disuse or by gross misuse, had become terribly jangled and out of tune. There was not a note in the scale, with which they were not at open variance. The coffee mill itself yielded quite as much music and more fragrance; and so, naturally enough, the coffee mill had superseded the piano forte in the affections of the family, while the latter lapsed into mere silent and unheeded stupor. But the professor called one day; with the eye of true genius he recognized the capabilities of the long neglected instrument. He bent kindly over it; he laid a gentle but resolute hand upon its tangled nerves; he patted and petted its wayward keys; he listened with a hopeful, encouraging smile to all its harsh discordant utterances; and so with patience and with skill, he wrestled with the obstinate thing for a season. And when I called again, I found indeed the same rosewood and the same material there; but when he struck upon the keys, lo! grand airs from Mozart, and divine symphonies from Beethoven wandered over its inspired strings.

Let us have regard to these untutored intelligences about us.—No matter how stupid their intellects may seem. Perhaps they cannot recognize a letter of the alphabet; no matter how dull their moral perceptions may appear. Perhaps they cannot even discriminate between a felo-de-se and a seedy fellow; yet I say, have regard to them all; consider what they may become, if skillfully attuned.

I am told that very ingenious men have formed instruments out of mere insensible metal, by the aid of which a ship may be guided over a trackless sea, from port to port, thousands of miles asunder. I have great respect for all such genius.

But I bow with profoundest reverence before the School Master. He is the grand Artist. I have seen him pick up a little stolid existence, bearing no more resemblance to a man than an oyster does to an ox; to whose unreasoning nature, no single question of whence he came, or what he signified, or whither he tended—even whispered itself. I have seen the School Master feel carefully about among the springs of such a being, until at length he would lay his vivifying touch upon the very germ of his soul. Under that touch I have seen the little creature grow and expand; emotion succeeding to sensation, and idea succeeding to emotion, until

his whole being was as full of divine questioning, as the spider is of its web.

With such questionings, I have seen him, spider-like, weave his track to and from the pillars of life, until great thoughts have flowered into lofty purposes—swaying backward and forward then as the locomotive prepares for its flight. I have seen this ripened intellect dash over the track of history to the foundations of time—and thence spring forward on wings half of prophecy and half of calculation, blazing away onward for a hundred years into the untrod future. Such transformations are the work of the School Master. I leave you to pursue that work.

Essentials for a Good Teacher.

A Good Character.—We claim in the first place that no person is fit to teach school, who does not possess a good moral character. One may possess all other qualifications in an eminent degree, but without morality has no right to meddle with the immortal part of our youth. In the eyes of the *civil law* the teacher stands "in loco parentis;" in the eyes of the *divine law*, the responsibility is still greater, for the teacher has the welfare of *many* to answer for; the parent, but few; besides, we know not why, the child has greater reverence for the teacher, looks up to him as a paragon of perfection, trusts to his judgment more implicitly in matters relating to his education, hence his influence is second if not equal to the parent's. How important then that every teacher should abstain from the use of tobacco in every form, all intoxicating drinks, and profane and obscene language, and should be an attendant at the House of God for the example's sake, if for no holier motive.

Thoroughness.—A teacher should be thorough in everything, especially should he be a thorough scholar.

If a teacher has been a loose and irregular student himself, has gone through his school or college course at a break-neck speed, he is very apt to allow his pupils to pursue the same course, to gorge themselves with mental food, without regard to digestion; even if the teacher try to correct in his pupils that which was a defect in his own education, he will succeed with great difficulty, for scholars

will assimilate to their teacher on the principle that "like begets like." It should ever be our motto as scholars, as teachers, as men—"not how much, but how well."

Power to Please.—No teacher can be truly successful without having the power to please his pupils. He must lay aside all moroseness of temper, all anger, and enter heartily into their interests heighten their joys and alleviate their sorrows. A noisy, scolding teacher will have a noisy ill-tempered school, the scholars will have no sympathy for a teacher who fails to sympathize with them. Unless the teacher has the power to please his pupils, he will hardly create a thirst for knowledge which is "the one thing needful;" even if he succeed in getting a certain amount of labor from his pupils, they perform it as a laborer who is hired with wages, or as a slave, who performs his task because he dares not do otherwise; they should be made to feel that they are not sowing that another may reap the profits, but that they are working for themselves, that the harvest is all theirs, and, oh! how rich the harvest. It is a prevailing error among young children that the lessons imposed upon them are a burden, and they perform them as such, mechanically. This error the teacher should strive to dispel. He should be the sun to brighten all under his influence, to dispel the mists of error, and ignorance, not a hovering cloud threatening them with the rod and lash.

A Love for Order.—This is also an essential, and if a teacher possesses it not, he should strive for it earnestly. An example in Arithmetic cannot be solved, unless each figure receive its appropriate place; a watch cannot be made, unless every wheel, spring and screw be properly arranged. No merchant can do business without a systematic arrangement of his goods and his books; no farmer scceeds unless he does each thing at its proper time; no lady can be a good housewife, unless she has dishes, broom, dirt, *everything* in its proper place. "Order is heaven's first law." He is not a good teacher, who does not stamp upon his every action the word—order. He should be neat and orderly in his attire; he should conduct each recitation at its proper time, take each subject in order from the text-book, "do but one thing at a time," and that well. I have known teachers who would permit one scholar to "speak" to another, a boy to "go out," attend to a class in reading,

assist a scholar with an example, and have a class performing examples at the "board"—all at once. Of course such teachers know better and should be made to do better.

PROMPTNESS is an important essential, and it is something the scholar always expects from the teacher. I recollect having been tardy once; when I came into the school-room, every eye was turned to me and their looks plainly said, "I should think you would be ashamed," and their voices said, "you cannot blame us now for being tardy." Look to our great men, our rich men and our successful men, and you will find that the leading trait in their character is *promptness*. The prompt teacher is very apt to have a prompt school.

TACT, OR THE KNACK OF TEACHING.—People say "such a person has the knack of teaching; or "such an one has no tact." We think this essential is simply *a love for the profession* in connection with the other essentials we have named. We know no reason why it is not the same with this profession as with others. A man cannot become a good farmer unless he loves the occupation, the same is true of a machinist, a carpenter, a blacksmith, a merchant; successful preachers and lawyers are those who love their work. He who has a love for teaching will become a good teacher and cannot but acquire the knack, if he attends to his business, and studies his profession. The teacher who has a good moral character, is a thorough scholar, has the power to please children, possesses a love for order, is prompt and has a love for his profession, can hardly fail to succeed.

BANISH all books at recitation except in reading. Ask two questions out of the book for every one in it. Be sure that every scholar can repeat and answer every question asked before dismissed from the class. Call on scholars promiscuously. Let them question the teacher, and each other. Keep every eye fixed and every mind active. Do not usually sit before a class. The class must see the teacher enthusiastic. Be quick—be precise—be in earnest.

How to Teach the Alphabet.

The difficulty experienced by many preceptors in teaching the alphabet induces me to say a few words concerning it. I have come to the conclusion, that before a person is fitted to impart *primary* instruction he must be full of experience in teaching, and must possess tact and judgment rarely found. Consequently, we commit an error of the most grievous kind when we use primary classes as schools of discipline and preparation, in which young teachers are to gain the training which fits them for positions of (as is supposed) more responsibility.

To teach the alphabet is a difficult task, generally because the teacher is unfitted for the work. An officer in our army, while at New Orleans, undertook to teach a freedman to read. In the orthodox manner, he took up the primer, and, pointing out the third letter, said, "That is 'C;' then pointing out the first letter, he said, "That is A.'" Whenever the pupil was asked the name of either letter, he invariably answered "C," and, when rebuked, promptly replied:

"It's no use, massa; 'C.' 'll always come fust."

Failing in this, and thinking he had begun at the middle, the instructor pointed out two capital "A's" of different sizes, and stated that they were alike. Being called away for a short time, he was astonished, upon his return, at finding the pupil busily engaged in comparing the letters by means of a stick.

"Some mistake here, massa; they ain't the same—one's bigger than t'other."

The would-be teacher gave up his charge in disgust, and ever since has busily denounced the freedmen as incapable of mental improvement, forgetting, meanwhile, that the fault was his, not his pupil's.

As the inclination of the child is against study, the elementary points must be presented as curiosities, not as subjects requiring labor. If this method be adopted, the teaching of the alphabet becomes simple. How easily children pick up the letters, their names and sounds, from a tin plate! An acquaintance of mine, an old teacher, not long ago illustrated this principle by relating his own experience:

"While I was teaching over in New Jersey, I found that one of

my pupils, a little fellow about ten years old, was unusually dull. Soon it was his father's turn 'to board the teacher.' While there, I learned that, before the boy went to school, he knew nearly all his letters, but that he had now forgotten them. The teacher's neglect then had caused his dullness. I took him in hand immediately.

"'Do you see that letter? What does it look like?'

"'Like a hoop.'

"'Well, it is a hoop, but we call it "O." What does this letter look like?'

"'Why, it's just like a saw-buck.'

"'Well, it is a saw-buck, but we call it "X"'

"I then pointed to 'B,' and called it an ox-shoe; so with others, until, in three-quarters of an hour, his knowledge of the alphabet had returned, and each letter wore a familiar face. At length I called his attention to the two letters, 'O' and 'X,' and asked him what they spelled. Of course he did not know; but, by pointing out the oxen then feeding in the door-yard, I helped him. In this way I gained his attention. Learning was not a task but an amusement, and before bedtime the dull child was as bright as need be. From that night I had no difficulty. The boy is now a worthy man, as clever as any of his neighbors, all owing, no doubt, to that evening's work."

Object-teaching, or illustration from every-day life, is the way to reach the youthful mind, which is incapable of comprehending abstractions. To employ this method properly, careful preparation must be made. The lack of this causes many teachers to complain of dullness in their pupils; a complaint they should never utter, remembering the proverb, "Bad workmen only complain of their tools."—*Educational Monthly.*

APPEALS.—The number of appeal cases decided since the date of my last report is thirteen. This is a less number than during any previous year since the establishment of our school system. The number has diminished, year by year, since the office of County Superintendent was created.—*State Superintendent's Report.*

Compulsory Education.

The subject of compulsory attendance at school was brought to the attention of the last legislature by the Assembly Committee on Education. No definite action was, however, recommended by the committee. The "truants" and "absentees" found in our cities and villages is well calculated to awaken interest, for, there is a conviction in the public mind, that it is from these two classes, that our criminals are to come; and the fearful increase of crime during the past few years, calls imperatively for such effort, as society can put forth for its own protection.

No intelligent man will deny that the duty of the parent to provide food and clothing for his child's body is one from which he should not be allowed to escape, but no person will assert that the duty of providing knowledge for the child's mind is less imperative. Starving a child's body is execrated, but starving his soul is permitted. But the consequences to society are far more dangerous in the one case than in the other. An ignorant boy, with uncontrolled passions, indolent habits and hardened heart is certain to become the enemy of society, and there is no duty plainer than that which self-preservation points out. Individual rights must be respected, but individual wrongs can claim no such immunity.

In establishing Free Schools and supporting them by taxation, we pledge society to the use of all the means necessary to render these schools efficient, and this taxation beneficent. To build school houses, and to hire teachers by public tax, and then to leave these school houses unoccupied and these teachers without work, is sheer mockery. The state assumed an obligation to secure the attendance of the children at school, when it decided to compel each citizen to pay a part of his property to support these schools. The State justifies its action on the ground that education is a public interest, but this public interest is obligatory upon every individual, hence, if the individual neglects his duty, or if its performance is impossible, society should lend its aid. To guard society against the effects of ignorance is no less a duty than to prevent disease or to enforce the usual sanitary regulations.

Ex-Governor Boutwell, of Massachusetts, has well said: "The only rule on which taxes can be levied justly is that the object sought is of public necessity or manifest public convenience. It

quite often happens that men of our own generation are insensible or indifferent to the true relation of the citizen to the cause of education. Some seem to imagine that their interest in schools, and of course their moral obligation to support them ceases with the education of their own children. This is a great error. The public has no right to levy a tax for the education of any particular child, or family of children; but its right of taxation commences when the education or plan of education is universal, and ceases whenever the plan is limited, or the operations of the system are circumscribed. No man can be taxed properly because he has children of his own to educate; this may be a reason with some for cheerful payment, but it has in itself no element of a just principle. When, however, the people decide that education is a matter of public concern, then taxation for its promotion rests upon the same foundation as the most important departments of government. As parents, we have a special interest in our children; as citizens, it is this, that they may be honest, industrious and effective in their labors. This interest we have in all children."

But if it is a duty to provide schools for all, it is a duty to see that all are educated. The power to compel attendance, inheres in society if the power of taxation does. But it is not always wise for society to exercise a power because it possesses it. Under a government of democratic forms the sanction of public feeling is essential to the enforcement of law. Interference with individual rights is never justified except by the demands of the public good. A law requiring the regular attendence of all children at school, and enforced by penalties, would be repugnant to the feelings of the people, and is perhaps not yet demanded by the public good, but some legislation, authorizing cities and incorporated villages to prevent truancy and absenteeism from school, would, it is believed, be acceptable to the citizens of the State. The Legislature of Massachusetts, in 1862, passed an act, entitled "An act concerning truant children and absentees from school," which provides as follows:

"SECTION 1. Each city and town shall make all needful provisions and arrangements, concerning habitual truants, and also concerning children wandering about in the streets, or public places of any city or town, having no lawful occupation or business, not

attending school, and growing up in ignorance, between the ages of seven and sixteen years; and shall also make all such by-laws respecting such children as shall be deemed most conducive to their welfare and the good order of such city or town; and there shall be annexed to such by-laws, suitable penalties, not exceeding twenty dollars for any one breach.

"SECTION 2. Any minor convicted of being an habitual truant, or any child convicted of wandering about in the streets or public places of any city or town, having no lawful occupation or business, not attending school, and growing up in ignorance, between the ages of seven and sixteen years, may, at the discretion of the justice or court having jurisdiction of the case, instead of the fine mentioned in the first section, be committed to any such institution of instruction, house of reformation, or suitable situation provided for the purpose, under the authority of the first section, for such time, not exceeding two years, as such justice or court may determine."

Special policemen or "truant officers" are appointed, to whom habitual truants or absentees from school are reported, and whose duty it is to investigate such cases, and if need be to bring the offenders before the police court.

The City Superintendent of the Boston City Schools, in a late report says, "We have four truant officers appointed by the Mayor and confirmed by the Board of Aldermen, who devote their whole time to the business of aiding teachers in suppressing the evil of truancy, and in securing the attendance of absentees from school. The services of those officers have contributed in no small degree to extend the benefit of education to a large class of children who would otherwise have been deprived of its blessings. Indeed, the law which provides for the appointment of truant officers, and makes children not attending any school, or without any regular or lawful occupation, or growing up in ignorance, between the ages of five and sixteen years, liable to punishment, is now a permanent and indispensable element of our system of public education.

Truant laws have been enacted and truant officers appointed in Chelsea, Lawrence, South Danvers, Newton, Dedham and other towns of Massachusetts, and the testimony in regard to their practical operation is uniformly favorable.—*From State Superintendent's Report.*

The Rev. Doctor Nott.

The Rev. Dr. ELIPHALET NOTT, whose death occurred on the morning of January 29, was the veteran among American divines. He had nearly reached the end of his ninety-third year when he died. His life was more than coeval with that of the republic.—Born in the midst of the exciting events which heralded our first Revolution, he lived to see the close of its second—a revolution more momentous than that of '76.

Dr. Nott was born June 25, 1773. For almost two-thirds of a century he held the position in which he died—the Presidency of Union College. He was born of English ancestry. His father, a merchant, had been unfortunate in business, and was unable to give his son the advantages which at an earlier time he might have done. His mother, a woman of fine culture, exercised a great influence over his first intellectual training, and her discipline created in him an ardent desire to pursue his studies to the utmost practicable extent. While still a boy his brother, the Rev. Samuel Nott, of Franklin, Connecticut, adopted him as a member of his own family, and taught him the elements of Greek and Latin. In his twentieth year he entered Brown University, and, after being connected with that institution for the brief period of six weeks, graduated with the honor of the first degree in the arts.

In his twenty-fourth year he was licensed to preach. In 1798, one year later, he accepted a call from the First Presbyterian Church of Albany, where his ministry was very popular, and in every way a memorable success. His celebrated sermon, in 1804, on the death of Hamilton, who was a personal friend of the young clergyman, has long ranked among the best specimens of pulpit eloquence in this country.

The same year in which this sermon was delivered, and while Nott was only thirty-one years of age, he was invited to assume the Presidency of Union College, an institution which had had a corporated existence for less than a decade, and was yet struggling to maintain itself. Dr. Jonathan Edwards had been the second President; Dr. Nott was the fourth. Up to this time the whole number of graduates for nine years had been only 63. The College had no library or philosophical apparatus, and was embarrassed with debt. "Some forty students," Dr. Nott himself says in an

address fifty years afterward, "scattered over the then village of Schenectady, meeting for educational purposes in what was then a cabinet-maker's shop, with a single professor, was the whole of Union College." He bent himself to the work of removing all these disabilities and providing for these pressing needs.

From this time the College progressed rapidly. Dr. Nott has himself been the most munificent benefactor to the institution. Through his direct bounty the College will realize over half a million of dollars. Dr. Nott had acquired a fortune through valuable inventions which he had contributed to society—among which was that of the first anthracite coal stove ever used in this country—and the College reaped a large harvest from his success.

To the last of his long life Dr. Nott retaind a very large proportion of the vigor and enthusiasm which had characterized his early career. It was not until September, 1860, that he ceased to appear in the lecture-room. In 1862 he presided at the annual Commencement of the College. Since then his decline has been gradual, and death came to him as winter follows upon autumn, after the rich and abundant harvest of life had been fully reaped.

Excuses for Music.

Music hath charms to soothe the savage breast.

In every place large enough to support a music-teacher, frequent petitions in relation to this artist are addressed to the heads of the departments: "Mr. Pestalozzi, may I be excused at 3 o'clock to take my music-lesson?" is the usual form of the request, generally verbal, though some times stamped with the written authority of a maternal hand. What shall be done? The kind heart of the pedagogue dislikes to refuse, and yet a sense of duty decides against the practice.

Now we yield to none in our appreciation of this divine enjoyment; with Dr. Holland, we believe that 'music is a creature of the skies,' and with Shakspeare, 'he that is not moved with concord of sweet sounds is fit for treason, stratagems, and spoils,'—and yet, after all, when school and piano come in collision, school invariably receives our preference; and for this reason: few of the pupils in our public schools have any portion of the six hours to spare, without withdrawing attention needed for the acquisition of

a substantial English education. Besides, a large number of these maidens who thus desire to exchange the fingering of their text-books for the fingering of the keys have no vocal or instrumental ear, and, after spending time of school and time out of school all the years of girlhood in drumming on a Chickering, a year or two of married life amidst the cares of a household, and the 'Marches' and 'Italian songs' are never taken from the corner. She practiced simply to please her mother, any how; and the big square instrument henceforth will stand in the parlor for occasional young company, or until her eldest daughter, Anna Matilda, is old enough to go through the same dubious process. Meanwhile the conversations of the household are tinctured with divers barbarisms which a proper knowledge of Goold Brown might correct; and little Johnny, being of an inquiring mind, is continually asking the reason of things which a slight acquaintance with Natural Philosophy could readily answer. Music, however, had called our heroine from school about the time these lessons should have been prepared or recited, and hence the lady, at the present writing, has neither the skill of Thalberg nor the science of Agassiz.

When parents insist on leave of absence for their hopefuls at certain hours, the demand must doubtless be met. This prerogative may, however, be materially limited by the teacher's suspending the privilege whenever the pupil's deportment or diligence proves unsatisfactory.—*Illinois Teacher.*

The Rights and Obligations of Teachers.

AN IMPORTANT DECISION BY JUDGE SANFORD.

"The master," says Judge Blackston, "is *in loco parentis*, and has such a *portion* of the powers of the parent committed to his charge as may be necessary to answer the purposes for which he is employed."

The right to inflict punishment, for proper cause, belongs to the master, the law having clothed him with that authority; and the question is simply in what form, and to what extent, it may be administered by him.

Judge Swift, remarking upon this subject, says: "A schoolmaster has a right to inflict moderate corporal punishment upon his scholars, for this is necessary for the support of good government in his school; but he should reserve this as a last resort, when all other measures fail. He should avoid all unnecessary severity, or extreme cruelty. If all gentle and moderate measures fail, the master is vested with the power of inflicting corporal punishment. This should be done with coolness and deliberation, not in the heat of passion, and with a suitable instrument; the blows should be inflicted, not on the head, but on those parts of the body where there is no danger of material injury, and with a moderation or severity proportioned to the nature of the offence, and the stubbornness of the offender." 1 *Swift, Dig.*, 63.

The Supreme Court of Massachusetts has held, that "if inflicting punishment upon his pupils, the master goes beyond the limit of moderate castigation, and either in the degree or mode of correction is guilty of any *unreasonable* and *disproportioned* violence or force, he is clearly liable for *such excess* in a criminal prosecution." 4 *Gray's R.*, 36.

In North Carolina, it has been held that "a teacher will not be held responsible, unless the punishment be such as to occasion permanent injury to the child, or be inflicted merely to gratify his own evil passions." 2 *Dev. & Bae.*, 365.

This is the only case in which the court undertakes to define what *excessive* punishment is—namely, "Such as to occasion permanent injury to the child," and is not, in this regard, sustained by the more modern authorities.

I refer to but a single decision further, and I quote somewhat at length.

In the case of Lander *vs.* Seaver, 32 *Vermont*, 124, the court used this language: "In determining what is a reasonable punishment, various considerations must be regarded, the nature of the offence, the apparent motive and disposition of the offender, the influence of his example and conduct upon others, and the sex, age, size, and strength of the pupil to be punished. Among reasonable persons much difference prevails as to the circumstances which will justify the infliction of punishment, and the extent to which it may properly be administered. On account of this difference of opinion, and the difficulty which exists in determining what is a reasonable

punishment, and the advantage which the master has by being on the spot, to know all the circumstances, the manner, look, tone, gestures, and language of the offender (which are not always easily described), and thus to form a correct opinion as to the necessity and extent of the punishment, considerable allowance should be made to the teacher by way of protecting him in the exercise of his discretion. Especially should he have this indulgence when he appears to have acted from good motives, and not from anger or malice. Hence the teacher is not to be held liable on the ground of *excess* of punishment, unless the punishment is *clearly* excessive, and would be held so in the general judgment of reasonable men. If the punishment be thus *clearly* excessive, then the master should be held liable for such excess, though he acted from good motives in inflicting the punishment, and in his own judgment considered it necessary, and not excessive. But if there is any reasonable doubt whether the punishment was excessive, the master should have the benefit of the doubt."

I think, therefore, the following may safely be adopted as the rule: that while the master, to a certain extent, and for certain purposes, stands *in loco parentis*, and has, for sufficient cause, the right to inflict *reasonable* corporal punishment, while the pupil is under his charge, he must exercise a reasonable judgment and sound discretion in determining when to punish, and to what extent; but the punishment must not be excessive or cruel, nor inflicted for the purpose of gratifying private malice or his own evil passions.

Punishments may be severe, yet entirely reasonable; and on the other hand, even moderate punishments may, under certain circumstances, be unreasonable; but *excessive* and cruel punishments are not only unreasonable, but unlawful, and for their infliction the master may be held criminally responsible.

Whether the punishment inflicted is excessive or cruel, is a question of fact to be determined in each particular case that may arise.

In the case now under consideration, if I could find from the evidence that the injuries upon Hoban were caused by the accused, in the manner and under the circumstances detailed by the boy himself, I should have no hesitation in saying that the punishment in-

flicted was excessive and cruel, and that the master had made himself *criminally* liable.

But what are the facts as established by the testimony?

On the 21st of July last, and during the regular school-hours, Mr. Lewis, as a punishment for some supposed misdemeanor on the part of young Hoban, directed him to take his book and go to the recitation-room. The order was reluctantly obeyed. At the closing of the school, but before the pupils had retired, he came out of the room without permission, and was immediately ordered back by the teacher. The order was several times repeated, and Hoban repeatedly refused to obey. Seizing two or three brushes, which were lying near by, with oaths and language most foul, and threats of violence if the teacher approached him, he dared him to come on, and all this in the presence of a large number of the scholars. Hoban is a boy of fourteen years of age, of fair size for his years, and, as it would seem, possessed of more than ordinary strength. It is clear, under all the circumstances, there was but one course for the teacher to pursue. He must vindicate his authority. It was necessary for the good of the school, as well as of the boy himself, that he should learn obedience and submission to that authority. For the milder offense, a mild punishment had been inflicted by sending him to the recitation-room to study by himself. For the more serious offenses, the insults to the teacher, the refusal to obey a proper command, the vulgar and profane language, the threats to kill the teacher if he should attempt to whip him, it was manifestly fitting and proper that he should receive a severer punishment. Mr. Lewis now approached the boy, who endeavored to strike him with the brushes. A struggle ensued, in which the teacher, notwithstanding the violent resistance of the pupil, succeeded in pushing him into the recitation-room; but I do not find that he used more force than was necessary to accomplish this object.

It was during this struggle that the boy received the injuries about the head and face, though I have no reason to believe that they were the result of blows inflicted directly by the accused. However this may be, the teacher was in the performance of his duty, the boy was making unlawful resistance; and I apprehend the law to be, that if the pupil receives an injury while making unlawful resistance to the master, who is using no more force than

is necessary to enforce obedience to a lawful command, or to accomplish a lawful purpose, the injury thus received is not the punishment for the excess or cruelty of which the master may be held criminally liable.

The boy testifies that he was struck on the head with the butt-end of a horse-whip. The fact is, no such instrument was used. He swears, too, that he was knocked down, and afterwards lifted by his feet, and his head thrown against the iron support of a chair. This story is not only improbable, but its falsity is abundantly established by the testimony of other witnesses, teachers as well as pupils. He states, that he made use of no improper language. On the contrary, it appears that he was exceedingly profane and indecent in his remarks; and on other material points he is so clearly in error, that I am compelled to take his whole statement with much allowance.

The boy was whipped by Mr. Lewis, after getting him into the recitation-room, but I do not find that the whipping was either cruel or excessive, and though severe, taking into consideration all the circumstances under which it was inflicted, it was not in my judgment unreasonable, but entirely justifiable. The accused is therefore discharged.—*American Educational Monthly.*

NOTE.—The above decision was upon a case brought by the State of Connecticut against John G. Lewis, principal of one of the public schools in New Haven, charging him with an assault and battery on one Francis M. Hoban, a pupil in the school, on the 21st day of July last.—ED.

VALUE OF VOCAL MUSIC IN SCHOOLS.—I here introduce a fact which has been suggested to me by my profession, and that is, that the exercise of the organs of the breast, by singing, contributes very much to defend them from those diseases to which the climate and other causes expose them. The Germans are seldom afflicted with consumption, nor have I ever known but one instance of spitting blood among them. *This, I believe, is in part occasioned by the strength which their lungs acquire by exorcising them frequently in vocal music*, for this constitutes an essential branch of their education.—DR. RUSH.

Editorial Miscellany.

Teachers' Wages.

No class of labor is so poorly paid for as teaching. It is a conceded principle that demand fixes prices. We fail to see it in the wages of teachers. The demand for teachers throughout the West and South is far greater than the supply. Young men and women are plenty who wish to teach and try to teach, but fail. There is a large class of these would-be teachers. Many districts will hire an inefficient teacher, if he can be secured for $50, or $100, less than one whom they know to be an excellent and experienced teacher. This is not only true of the country but of towns. Good teachers, then, are compelled to teach for a mere pittance or move to other States, where their labors are better appreciated. We know of several of our best teachers who have recently left this State and gone to Missouri or California.

A good machinist receives from $80, to $150, per month; stonemasons and carpenters from $50, to $100; clerks from $50, to $200; miners $45; wood-sawyers, (if they can saw one cord per day), $50; the average wages for teachers is only $36, for males, and $22, for females. It is a great shame. The inducements for young men to fit themselves for teachers is poor indeed, and there is no wonder that there are so few professional teachers; the wonder is that there are so many. There are many teachers that have spent seven and eight years of hard study after leaving the common school, and from $1000, to $3000 in money, in obtaining an education. It is truly poor encouragement to such as these to know that men with nothing invested, and no recommendation but muscle, receive greater compensation than they. Just so long as unskilled labor and labor requiring no capital except time spent in acquiring a trade, and even then but two or three years, command better pay our American youths will resort to those trades that

"pay best," for in America there is no aristocracy of labor; but money! money! is the cry, it matters little how it is obtained.

Quack physicians we despise and shun; unskilled artisans look in vain for employment; a lawyer, who understands not his profession, whistles for his clients; but the young man who teaches three months in a year merely for the money to help him along, using this most important of all professions simply as a stepping-stone to some other profession or occupation has no difficulty in getting employment; as an only requirement he must answer a few questions which a child of fourteen ought to be able to answer. When will this end? Only when teachers are encouraged by suitable compensation. The State is about to establish Normal Schools for the especial education of teachers, but we anticipate that the attendance will be very irregular (especially of males), and but few will complete the prescribed course unless some inducement is held out as to better pay. California pays her male teachers $76, and her female teachers $60, per month. If she does not have better teachers than any other State in the Union, the reason is that distance and expense prevent the better class from migrating thither; but from what we learn the schools of that State are officered by better teachers and are in a more flourishing condition than schools in other new States. In many States, the wages of teachers have been increased 50 per cent. since the war; even this is small enough and is not in proportion with the increase in price of other things consumed by the teacher. While the State is making bountiful provision for the education of teachers, we hope the people will make some effort to support and preserve them. Teachers never get rich from their profession; they simply live, and instead of traveling during their vacations to recreate the mind and body, they are forced to go into the workshop or on to the farm, or quietly remain at home and amuse themselves with the dish-cloth and broom. We hope for a reformation, but unless it come we shall feel like inciting teachers to a revolution.

"If your hands cannot be usefully employed, attend to the cultivation of your mind."

THE following subjects were discussed at the last annual meeting of the Indiana State Teachers' Association: "A Course of Study for Common Schools;" "The Political and Social Relations of Teachers;" "The Practicability of Cultivating Taste and the Arts in the Public Schools;" "A State Reform School;" "Mode of inspiring pupils with Enthusiasm in Study, and cultivating Habits of Self-Reliance;" "The Teacher's Work, and the Relation of the Study of Nature to that Work;" "The Study and Teaching of Physiology in Schools;" "The Teacher may be a Man;" "Some of the Causes of Failure in Teaching;" "What are some of the Duties and Privileges of Parents;" The Association earnestly request the aid of their delegation in Congress in the passage of the measure establishing a National Bureau of Education.

NOTICE.—Copies of the proceedings of the late session of the National Teachers' Association, held at Harrisburg, in August last, can be procured by addressing James Cruikshank, L. L. D., of Albany, New York, chairman of the committee of publication. Price 50 cts.

We would advise all teachers to procure a copy, if for no other purpose than to secure the valuable article on "Object Teaching" by Prof. Greene.

NATIONAL TEACHERS' ASSOCIATION.—The meeting of the NATIONAL TEACHERS' ASSOCIATION will be held at Indianapolis, in the State of Indiana, commencing on the 15th of August. Full programmes will be published in due time. All educational journals are requested to copy this notice.

J. P. WICKERSHAM, President.

A CHILD'S faith in his teacher is well illustrated by the following incident: "A little boy, disputing with his sister on some subject," exclaimed, "It is true, for teacher says so; and if she says so, it is so, if ain't so."

A Teacher Killed by his Pupil.

The following tragic circumstance happened in St. Omer, Decatur Co., Ind. Mr. Franklin Pierce, Principal, had occasion to reprove William Favors, a pupil in the Primary Department, on Friday morning, the 2d of February. William cursed his teacher and in the afternoon, with two of his brothers, brought rocks, and clubs, secreting them in their desks, swearing vengeance on the teacher, should he attempt to correct any of them. Mr. Pierce had an interview with the father of the boys, who was very insolent. Mr. Pierce said the boy must apologize to the school or the parent must punish him or he (Pierce) would. Mr. Favors took his children from the school, but they returned on Wednesday the 7th inst. Mr. Pierce with two switches went to the room where William was and told him he must acknowledge that he had done wrong. William denied bringing rocks and clubs to school, but it being proved by the whole school, Mr. Pierce said he would correct him for lying also; he struck him over the shoulders, and William snatching the switch struck his teacher with his fist. While the two were struggling, Harvey Favors, seizing a stick of wood, twenty-five inches long and weighing fourteen pounds, struck Mr. Pierce upon the side of the head; he fell but was caught up; some citizens arriving he was advised to go to his boarding place. He walked two hundred yards and seemed perfectly conscious. Notwithstanding he received medical attention, he died in five hours. The right side of his skull was found to be broken. The murderer on arriving home told his mother he "had settled it." He is now in jail awaiting his trial. The teacher was a young man of exemplary character, beloved by his pupils and friends. The funeral was a sorrowful occasion to all, particularly to the parents of the deceased, who were present from a neighboring town. A resolution was passed by the citizens expelling the Favors family from the school *forever*. Parents should take warning from this sad tragedy, and learn to appreciate the worth of home government.

Motto of Lord Bacon, "Inveniam viam aut faciam." I will find a way or make one.

General Intelligence.

MISS MARIA MITCHELL has been appointed Professor of Astronomy in the Vassar Female College, Poukeepsie, N. Y.

MARYLAND.—The County Commissioners receive compensation for their services and are liable to removal for neglect of duty. The School Officers are all appointed which prevents the election of inexperienced men through partisan influence.

CANADA.—Hereafter the appropriation from the school fund will be withheld from those schools which use American Geographies after those now in use shall be worn out. This is a "cut" direct.

COLLEGES.—In Wisconsin there are nine Colleges and Universities—just eight too many. In a State of this size one College is enough. We always find the best Colleges where there are the largest number of students and Professors. A Professor can not successfully attend to but one department at a time.

CHICAGO.—Teachers who are absent less than two weeks consecutively, by reason of sickness, lose no pay thereby.

MICHIGAN UNIVERSITY.—The whole number of students is 1207, divided as follows: Department of Science, Literature, and the Arts—Seniors, 44; Juniors, 53; Sophomores, 78; Freshmen, 90; in Select Courses, 24—total 289. Students in Higher Chemistry, 71; Department of Medicine, 463; Department of Law, 384. The Faculty comprises 32 Professors and Instructors.

The Roll of Honor of the University embraces 769 names, representing all ranks from private to Major-General. The Alumni have taken measures to erect a monumental building to the memory of those who went forth at their country's call. The corner stone of the building is to be laid next Commencement.

CHICAGO.—The whole number of pupils enrolled for Dec. 1865, was 16,079, an increase of 1,296 over Dec. 1864. Not only are the school-rooms in use crowded, but hundreds of children are debarred from school privileges and resort to the streets for an education preparatory to a course at the Reform School and the Penitentiary. The number of pupils to each teacher is 70. The "Queen City" of the West must look to her laurels.

WEST VIRGINIA.—For various reasons this new State is regarded with especial interest. The State Superintendent, Hon. W. R. White, is evidently indefatigable in his labors in behalf of the free school system. Teachers are encouraged in various ways to perfect themselves in their profession. In the Amended School Laws, good moral character is made the basis of requirements. The grading of certificates is thus provided for: "County Superintendents shall grade the certificates granted, according to the following scheme, numbering them according to the merits of the applicant from one to five, number three shall be the medium between a very good and an indifferent teacher; number one, a very good teacher—accomplished in every respect; number two a good teacher; number three, medium; number four, below medium; number five, indifferent. A number five certificate shall never be granted more than once. If upon a second examination, the applicant is not entitled to a higher grade, no certificate shall be granted. A number four certificate shall not be granted more than twice in succession to the same applicant. When any teacher has received three number one certificates, he shall be entitled to receive from the County Superintendent a recommendation to the State Superintendent for examination, and if found worthy, the State Superintendent shall grant him a professional certificate, which is valid during the life-time of the holder unless revoked for immorality or disloyalty."

DARTMOUTH COLLEGE is in a flourishing condition. The new President, Asa D. Smith, is untiring in his efforts to advance her interests. Ten scholarships have been founded during the year 1865, with an income of $70, each. Speakers at Commencement are no longer chosen by lot but by merit, which is a decided improvement, as it furnishes a powerful incentive to exertion. Several endowments have been made to the College. A gymnasium is to be erected and the Alumni are raising money for a new building to be called Alumni Hall, one room of which is to be a Memorial Hall, for flags, paintings, etc. They are also raising money with which to erect a monument to the sons of Dartmouth who have given their lives to their country.

The Roll of Honor embraces TWO HUNDRED AND SEVENTY, representing all grades from a private to a Major-General.

IOWA UNIVERSITY has a Classical and Scientific course. Connected with it is a successful Normal School and a preparatory school. Whole number of students for the past term is 500.

HARVARD COLLEGE has 513 undergraduates and resident graduates. The Freshman Class numbers 126, being an increase of 37 over last year.

YALE COLLAGE.—The Freshman Class numbers 158, an unusually large class.

ANTIOCH COLLEGE has received large endowments.

MICHIGAN TEACHER.—The *Teacher* commenced operations last October, is published at Niles, Michigan. William H. Payne is Editor. It is printed by Horton & Leonard, Chicago.

FREE SCHOOLS were established in Boston in 1835, in Rhode Island in 1791.

Twelfth Annual Session of the Illinois State Teachers' Association.

The Association met at Joliet, Tuesday, Dec. 26th, 1865, and was called to order by the Pesident, Mr. S. M. Etter, of Kewanee. Hon. Newton Bateman offered the following resolution which was adopted:

WHEREAS, republican institutions can find permanent safety only upon the basis of the universal intelligence of the people; and whereas the great disasters which have afflicted the nation and desolated one-half its territory are traceable in a great degree to the absence of common schools and general education; therefore,

Resolved, That the time has come when these self-evident truths should be recognized by the immediate establishment of a National Bureau of Education as a co-ordinate branch of the government; that the expediency of imposing some educational test as the basis of suffrage throughout the whole country demands the serious attention of Congress; and that Mr. Edwards, Principal of the Normal University, be appointed to present the views of this body to the corresponding bodies of Michigan and Indiana, now in session, and ask their concurrence, in order to bring our joint influence to bear as speedily and effectually as possible upon our Representa-

tives at Washington, and that we will unite with them to present our views to the Representatives of the three States.

Addresses were read upon the subjects:

"The Requisites of a Good Teacher." "Good Reading; How to Teach it." "Professional Enthusiasm." "The State Teachers' Association and its Mission." "Relation of the District School to the College." "Township System of Schools."

An interesting lecture was read by Hon. J. L. Pickard, entitled "Bird's eye Views."

The following rules were given for the direction of the teacher:

1. Never attempt to teach what you do not understand.
2. Never tell a child what you can make him tell you.
3. Never give a piece of information without asking for it again.
4. Never use a hard word when an easy one will answer as well.
5. Never give a lesson without a clear view of its need.
6. Never give an unnecessary command, or one you do not mean to have obeyed.
7. Never permit a child to remain in school without something to do, or a motive for doing it.

S. H. White, of Chicago, was elected President and Albert Stetson, of Bloomington, Secretary of the next meeting.

From the account of the Association given by the Illinois *Teacher* we should judge that the occasion was interesting and highly profitable to all present.

Books Recommended by State Superintendent.

The following books are recommended by the State Superintendent: Reading Books—McGuffey's, Parker and Watson's, Sanders' Union, and Wilson's School and Family Readers.

Arithmetics—Stoddard's Intellectual, Ray's, Davies or Robinson's Practical, and Ray's Higher.

Geographies—Warren's Geographical Charts, Mitchell's Outline Maps, White's Class Book of Geography, (designed to accompany the Outline Maps), McNally's, Mitchell's and the Comprehensive Geography, (Shaw and Allen).

Grammars—Kerl's Common School, Greene's and Brown's.

Algebras—Ray's.

Books for Teachers—Barnard's Papers for the Teacher, Page's Theory and Practice of Teaching, Emerson's School and Schoolmaster, Calkin's Object Lessons, Lewis' Gymnastics, Herbert Spencer on Education, Johonnot's Country School Houses and Wells' Graded Schools.

ARITHMETICAL QUESTIONS.—"A Corporal and Private reconnoitering,—the former has 6 loaves of bread and the latter 4,—are met by a Lieutenant who says, 'If you will let me partake with you I will pay well for what I eat.' They share the bread equally and the Lieutenant gives them a watch worth ten dollars.

The Corporal wishes to know how much he ought to give the Private and keep the watch."

THE following problem we find in the Illinois *Teacher* and we would be very glad to see a solution of it:

An urn contains 20 balls, each one white or black, but which is not known. Drawings are made at random from this urn, after each of which the ball is replaced. The first five drawings are white. Required, the probability that the next two drawings will be white.

FIND the value of x from the equation $x - \frac{4}{x^{\frac{1}{2}}} = 5$

Clark's School Visitor.

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BOOK NOTICES.

OBJECT LESSONS.—Systematic Instruction in Composition and Object. Lessons, by LILIENTHAL & ALLYN, Published by SARGENT, WILSON & HINKLE, Cincinnati:

This is a useful little book, and is designed for teachers and pupils. The object of the work is to elicit thought. It does not confine the pupil to any text-book, but seeks to acquaint him with the world at large, with which man must always come in contact. The first question—"Give the names of several things in the school-room," and others of like character, are designed for younger pupils. It proceeds with colors, materials, numbers, qualities, actions, etc., of persons and things. In the latter part of the book are added exercises in letter-writing and various kinds of business papers which are designed for pupils who complete their education in District or Intermediate Schools. A copy for examination can be had by sending 20 cents to the publishers.

ROBINSON'S TEST EXAMPLES, Published by IVISON, PHINNEY, BLAKEMAN & CO.

A book of examples promiscuously arranged, without answers, designed to test the pupil's judgment. The examples are mostly new and practical, and we find the book very convenient in examinations of classes, also at daily recitations. It is convenient for Superintendents, from which to select examples for use in the examination of teachers.

CLARK'S SCHOOL VISITOR.—A Day School Monthly for children, 75 cents per annum, J. W. DAUGADAY, Publisher, Philadelpeia.

An excellent little paper for children, containing choice original articles—Poetry, Dialogues, etc., also Rebuses, Puzzles and Music. No family should be without it.

THE ATLANTIC MONTHLY.—March and April numbers have articles of unusual interest.

The Account of an Amazonian Picnic by Mrs. Agassiz, in the March number, is read with interest by all. We are waiting impatiently for further news from the expedition of Prof. Agassiz, now engaged in scientific explorations in one of the finest countries on the Globe.

WISCONSIN

JOURNAL OF EDUCATION.

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William H. McGuffey.

WILLIAM H. MCGUFFEY, D.D., LL.D., is the son of a Scotch Presbyterian farmer, and was born in Washington county, Pennsylvania, in the year 1800. During the first eighteen years of his life he enjoyed no advantages of education beyond what were afforded by the rude chools which the frugal country people were able to sustain during the winter months. When William was still a child, his father removed to Trumbull county, Ohio, and established his home in a log cabin, on a small tract of land which he had recently purchased, the country for miles around being yet an unbroken forest. Here William engaged with ardor in the labors of opening a farm in the woods, but never allowed manual labor to dull his desire for intellectual improvement. In the intervals of farm-work he improved every opportunity of gaining knowledge—borrowing books wherever they were to be had, and occasionally, and at irregular intervals, obtaining an hour's instructions from the clergyman of the neighborhood. When about eighteen years of age, he began the study of Latin *with borrowed books*, and used to walk (once a week) a distance of several miles to the house of the country clergyman to recite the lessons which he had prepared in the brief intervals of his daily toil.

His father being too poor to aid him in acquiring an education, William began the business of teaching so soon as he could be spared from the farm, and in this way sustained himself until he

was able to graduate, which he did with distinguished honor, at the age of twenty-five, at Washington College, Pennsylvania, then under the Presidency of the great and good man, Andrew Wylie, D.D., subsequently for many years President of the University of Indiana at Bloomington. So high was Mr. McGuffey's reputation for scholarship, and such a reputation had he already acquired as a teacher, that upon his graduation he was immediately elected to the Chair of Ancient Languages in the Miami University at Oxford, Ohio. In this chair he continued for seven years, noted for the accuracy of his learning and the thoroughness of his teachings.

In 1829 he was called to the ministry of the Presbyterian Church, in which he has contiued to labor ever since, but generally without having any pastoral charge. In 1832 he was transferred to the Professorship of Moral Philosophy in the same Uuiversity.

In 1836 he was elected to the Presidency of the Cincinnati College, which in that year was re-organized, with a most distinguished faculty, embracing names already eminent in the departments of Law, Medicine, and Letters; among which may be mentioned Doctors Drake and Gross, of the Medical Faculty, the latter being the celebrated surgeon who has so long been a resident of Philadelphia; Edward D. Mansfield, LL.D., the statistician and statesman; and Judge Walker and Wright of the Law-School; and late General O. M. Mitchel, the astronomer and soldier, and [illegible] fessors Telford and Drury in the Academy Faculty. To be at the head of such a galaxy of brilliant men was a high t[illegible] to the eminence which Mr. McGuffey had already attai[illegible]

While in the Presidency of the Cincinnati Colleg[illegible] the degrees of Doctor of Divinity and Doctor of La[illegible] Universities, Eastern as well as Western.

In 1839 he was elected to the Presidency of the Ohio U[illegible], at Athens. In 1845 he resigned his position at Athens, and accepted the Chair of Moral Philosophy and Political Economy in the University of Virginia.

From the year 1829 to the present time Dr. McGuffey has, in addition to discharging the onerous duties of the different chairs which he has occupied, been laborious and incessant in the duties of the ministry, aiding and building up feeble churches, preaching generally twice every Sabbath; and has rendered signal service to the cause of Education by lectures and addresses in all parts of the

United States, but chiefly in the States of Ohio, Indiana, Pennsylvania, and Virginia. But the labor by which his name has become most widely known has been the preparation of the 'Eclectic Series' of Readers. His attention having been strongly directed to the defects in existing school-books, he availed himself of his first leisure, while in the Chair of Languages in Miami University, to endeavor to supply what he had felt to be a great want. Taking in his own house a class of very young children, he led them step by step, for several years, beginning with the alphabet, noting all that their progress indicated or their mistakes and difficulties suggested, and preparing and modifying the lessons as the necessities of the young mind required; and from this protracted study grew the 'Eclectic Series' of reading-books, so familiar in common-school instruction during the last twenty-five years.

Dr. McGuffey is still in the prime of his intellectual life, and is distinguished as a clear, original and vigorous thinker, and an impressive speaker. He makes no show of oratory, but in lucid statement, felicitous illustration, and cogent logic, he has few equals in any profession.—*Clark's School Visitor.*

What's in a Name?

Much, if the name is a title. The common theory of equality is to be a little better than one's neighbors; the practice, to let them see it or feel it in some indirect way. Tattooing and barbaric trappings are out of fashion—even uniforms are considered as in good taste for every-day use; but a man can wear a title at all hours. The word governor, or judge, or general, goes before him a herald, proclaiming his superiority over non-governors, non-judges, and non-generals. The world does homage—mildly, if you choose, but still agreeably—when it addresses him by his title. Although there is no legal-tender act to oblige us to take men for more than they are worth, we are apt to accept them at first sight at the valuation they put upon themselves. To many people it does not much matter what the title is. Captain Owen saw a naked negro potentate on the West Coast who wore, for the likeness of a kingly crown, a castaway tin can labeled "concentrated gravy." The

monarch had adopted the two unknown words as an additional title of honor. Civilization has not entirely extirpated the savage element in the white people. Very many are willing to stick a feather in their caps without considering too curiously its color, or the bird whence it came. After four years of grim war, individuals who have never been under fire may be found sporting militia titles in the face of men who won the same nominal rank at the risk of their lives.

Akin to this first 'infirmity of noble minds' is the love of fine names. A great many persons who are above their business or their position in life seem to believe in the efficacy of a practice described by John Quincy Adams, in two lines of a squib he let off against Jefferson:

> "And if we cannot alter things,
> By Jove! we'll change their names, sir."

Smith thinks he has undergone a transformation when he writes it Smythe. A waiting-woman generally gives her daughter some, if not all, of the Carolinas and Wilhelminas of Goldsmith's Miss Skeggs. Silly little girls, who were unfortunately christened Susan or Dolly by their Brown or Jones papas, engrave on their cards Miss *Susie* H. Brown or Miss *Dollie* C. Jones, and are happier in consequence. And Brown and Jones, as soon as they have bought and built near Tubby Hook or Dobb's Ferry, try to get the old historical appellation changed to Inwood or Glendale. Fitness and meaning are lost sight of for the sake of a fine name. The English words for every-day occupations are scornfully thrown aside by the aspiring fellows once designated by them. Every shop is a store; costermongers are grocers; peddlers, merchants; haberdashers, furnishers; dressmakers, modistes; and if you should say 'slops' to a 'dealer in ready-made clothing,' he would knock you down. At first, no doubt, every body feels bigger and better for their brevet rank; but in times the new words sink-down to the real state of things; then, as with paper money when it depreciates, a new issue is required to purchase the same amount of consideration, and the next best word in the vocabulary is seized upon, without reference to etymology, so that in the end nothing is gained. When magnificence of phraseology is allied to meanness of fact, the *mesalliance* does not ennoble the fact. A servant is none the less a servant when he is called a 'help;' neither his wages nor his

social position is higher. It is really to no purpose that we have raised the score of our daily talk an octave to express this pinchbeck ambition. We speak in superlatives like women. Nothing can be said simply, and circus play-bills will become the standard of the language, unless we can create a new office—Commissioners of Philology,—whose duty it shall be to seize upon all words and phrases that have strayed, and to return them to their original meanings.

The teachers of the generation now undergoing schooling ought to be such commissioners. The infirmity of fine words and fine writing springs from an uncultivated taste and half an education. There is no subject outside of morals—if indeed it be outside of morals, as it is in a certain sense a violation of truth—on which instruction, line upon line, and precept upon precept, is more needed in our schools than the duty of all to speak and write simply; to call things by their right names, and not to be above their business. . . . . .

'Professor' is losing caste rapidly. Their are professors of chiropody and palmistry; Professor Anderson amused the public with his tricks, and Professor Hanlon demonstrates the flying trapeze. The title will soon be unworthy of the dignity of the teachers of youth. To what new appellation will they be driven? Instructor, tutor, schoolmaster, preceptor, pedagogue, are all old and objectionable. They will have to apply for a name to those ingenious neologists, the inventors of cosmetics; or else adopt the plan recommended by Lakanal, in his report on education to the French Convention—of wearing around their necks a medal with the inscription: "Tout instructeur est un pere." Louis Blanc, in his 'History of Ten Years,' speaks with enthusiasm of the 'glorious age' that gave birth to such noble ideas. We may live to see them extending to the 'setting sun.'—*The Nation.*

EDUCATION is to be regarded as one of the most important means of eradicating the germs of pauperism from the rising generation, and of securing, in the minds and in the morals of the people, *the best protection for the institutions of society.—English Report to Home Department.*

Ye Pedagogue.

A BALLAD.

Right learned is ye Pedagogue,
  Fulle apt to reade and spelle,
And eke to teache ye parts of speeche,
  And strap ye urchins well.

For as 't is meete to soake ye feete
  Ye ailing head to mende,
Ye younker's pate to stimulate,
  He beats ye other ende.

Right lordly is ye Pedagogue
  As any turbaned Turke;
For well to rule ye District Schoole
  It is no idle worke.

For oft Rebellion lurketh there
  In breaste of secrete foes,
Of malice fulle, in waite to pulle
  Ye Pedagogue his nose!

Some times he heares, with trembling fears,
  Of ye ungodly rogue
On mischief bent, with felle intent
  To licke ye Pedagogue!

And if ye Pedagogue be smalle,
  When to ye battell led,
In such a plight, God sende him mighte
  To break ye rogue his heade!

Daye after daye, for little paye,
  He teacheth what he can,
And bears ye yoke, to please ye folke
  And ye committee-man.

Ah! many crosses hath he borne,
  And many trials founde,
Ye while he trudge ye district through,
  And boarded rounde and rounde!

Ah! many a steake hath he devoured
  That, by ye taste and sight,
Was in disdane, 't was very plaine,
  Of Daye his patent righte!

Fulle solemn is ye Pedagogue
  Among ye noisy churls,
Yet other while he hath a smile
  To give ye handsome girls;

And one,—ye fayrest mayde of all,—
  To cheere his wayning life,
Shall be, when Springe ye flowers shall bringe,
  Ye Pedagogue his wife! J. G. SAXE.

National Association of School Superintendents.

A meeting of this body, which is composed of the school superintendents of the different States and leading cities, was held in Washington, D. C., on the 6th, 7th and 8th days of February, 1866. Rev. Birdsey G. Northrop, State Agent of the Board of Education of Massachusetts, was President, and Hon. L. Van Bokkelen, State Superintendent of Public Schools of Maryland, Secretary, and Capt. Wm. Mitchell, Superintendent of the Schools of Columbus, Ohio, Assistant Secretary. Nine State Superintendents and the Superintendents of several cities in different parts of the country were present. The delegates from Ohio were E. E. White, Commissioner of Common Schools; Col. D. F. DeWolf, Superintendent of Schools, Toledo; M. F. Cowderly, Superintendent of Schools, Sandusky; and Wm. Mitchell, Superintendent of Schools, Columbus. Supt. Harding, of Cincinnati, had made every preparation to attend, but was prevented by illness.

The Association was cordially welcomed by Mayor Wallach. Senior Sarmiento, Minister of the Argentine Republic to the United States, and the pioneer laborer in the field of general education in the South American Republics, was present, and, upon invitation of the President, made a brief address. He alluded in broken English, to the fact that his country was the friend of the United States, and that the first city hereafter founded was to bear the name of the martyred Lincoln. He also stated that the Republics

of South America were moving in the great work of establishing school systems similar to those of this country. Such systems were now in practical operation in Chili, Buenos Ayres, and St. Johns. He was present at the different sessions of the Association, and evinced the deepest interest in the proceedings.

Messrs. Hosford, of Michigan, DeWolf, of Ohio, and Hubbard, of Springfield, Massachusetts, were appointed a committee on business.

A brief, but valuable paper on School Statistics, was read by Hon. C. R. Coburn, State Superintendent of Common Schools of Pennsylvania. He submitted, in conclusion, a series of resolutions, affirming that the interests of education demanded a uniform basis of statistics in the different States; that without such a basis it is impossible to compile tables comparing educational results; and that for the purpose of securing such uniformity a National Bureau of Education should be established.

The resolutions were adopted, and a committee, consisting of Messrs. J. S. Adams, of Vermont, Coburn, of Pennsylvania, and White, of Ohio, was appointed to prepare blank statistical forms with instructions, for the use of State school departments in reporting, in addition to their usual tables, a few items to serve as a basis for comparing the results attained in the different States.

A committee, consisting of Messrs. Cowdery, of Ohio, Hubbard, of Massachusetts, and Doty of Michigan, was appointed to make a report at the next meeting on School Statistics in Cities.

Hon. L. Van Bokkelen, of Maryland, read a paper on the "Practicability of Greater Uniformity in the School Systems of the Different States." He held that a difference in topography and in civil organization made complete uniformity impracticable. Among the agencies for securing greater uniformity, Normal Schools and a National Bureau of Education were named. In the free and full discussion of the paper which followed, attention was chiefly given to one topic—namely, the different classes of school officers necessary to administer successfully a State school system. Hon. Mr. Coburn, of Pennsylvania, stated that county supervision was the lever by means of which the school system of that State had been elevated and vitalized. He gave a full account of the practical working of the system. Hon. Newton Bateman, State Superintendent of Illinois, said that county supervision was the "right

arm" of their school system. On motion of Mr. White, of Ohio, the following resolution was unanimously adopted:

"*Resolved*, That three classes of school officers, namely, township or district boards of education, county superintendents, and a State superintendent, are essential to the highest success of a State system of common schools; and, further, that the successful management of graded schools in cities and towns requires efficient local supervision and direction."

During the discussion, the township system was strongly commended by several speakers. Mr. Northrop declared that the subdistrict feature of the Massachusetts system was "evil and only evil" and was fast passing away. Mr. Hosford, of Michigan, and Mr. Bateman, of Illinois, bore similar testimony, while the superintendents of those States in which the township plan had been tried, declared it to be satisfactory and successful.

On Wednesday afternoon the members of the Association paid their respects in a body to President Johnson. He received them with great cordiality, and bade them a God-speed in their great work. He alluded to his own want of early education, and expressed the earnest hope that the advantages of school instruction would soon be extended to every child in the country. He regarded education as an interest of great national importance. The interview was a very pleasant one.

On Wednesday evening a paper was read by E. E. White, of Ohio, on a National Bureau of Education. It opened with a brief discussion of the necessity of universal education as the foundation of universal sovereignity; and in view of the ignorance of the great body of the people that occupy one-half of the national territory, the inquiry was raised, "What ought the General Government to do to assist in making education both universal and efficient?" Three plans were specified:

1. The Government may establish and maintain throughout its territory a national system of education.

2. It may, by Congressional legislation, *enforce* the maintenance of a common school system upon every State.

3. It may, by conditional appropriations, and by a system of general inspection and encouragement through the agency of a National Bureau of Education, *induce* each State to maintain an efficient school system.

The first plan was deemed to be too wide a departure from the

settled educational policy of the country to be commanded. The Government should, however, undertake, for a time, the education of the freedmen. The second plan could only be justified on the ground of public necessity in a great national crisis. The belief was expressed that the third plan would prove efficient, and the manner in which *conditional* grants or appropriations would secure and foster school systems in the different States, was pointed out.

The influence which a National Bureau of Education would exert upon the schools of the country, was shown by a full analysis of the duties of such a department. It was urged that it should have no official control of the school authorities of the several States. Its function should be to quicken and inform rather than to direct and control.

The subject was further discussed by ex-Gov. Boutwell, of Massachusetts, and Hon. Mr. Patterson, of New Hampshire, members of the House of Representatives, and others, who took strong ground in favor of the proposed Bureau.

On motion of Mr. Adams, of Vermont, White was requested to embody the substance of his paper in a memorial to Congress, and to send copies of the same to each State Superintendent for circulation for signatures. A committee of three, consisting of Messrs. White, of Ohio, Bateman, of Illinois, and Adams, of Vermont, was appointed to memorialize Congress immediately.

On Thursday, a paper was read by Hon. Mr. Harrison, State Superintendent of Schools of New Jersey, upon the "Defects of our State Systems of Schools," and also another by Hon. Newton Bateman, of Illinois, on the "Leading Features of a Model State School System." Mr. Bateman's paper was lengthy and exhaustive. He specially urged the necessity of religious instruction and the study of the principles of civil government.

Mr. Fisk, Superintendent of the Freedmen's Schools of North Carolina; Mr. Payne, Superintendent of the Freedmen's School in East Virginia, and Mr. Chase, of Richmond, gave interesting and encouraging accounts of the progress of education in their several fields of labor.

A resolution was adopted, calling the attention of Gen. Howard, Commissioner of the Freedmen's Bureau, to the importance of establishing training schools for colored teachers.

On motion of Col. DeWolf, of Ohio, all friends of education in

the South were invited to attend the meetings of the National Educational Associations of the ensuing season.

Mr. Cowdery, of Ohio, chairman of the committee on resolutions, reported a series of excellent resolutions, which were unanimously adopted.

On motion of Mr. Doty, of Michigan, a committee, consisting of Messrs. Doty, DeWolf, and Sears, of New Jersey, was appointed to report at the next meeting a plan for organizing and superintending city public schools.

The following officers were elected for the ensuing year: President, Birdsey Grant Northrop, of Massachusetts; Vice President, Charles B. Coburn, of Pennsylvania; Corresponding Secretary, G. W. Hoss, of Indiana; Recording Secretary, L. Van Bokkelen, of Maryland; Treasurer, Duane Doty, of Michigan.

It was voted that the next meeting of the Association be held at Indianapolis, Ind., commencing on the Monday preceding the meeting of the National Teachers' Association.

The meeting at Washington was a decided success, and will, it is believed, result in great good to the cause of education. The discussions were practical, earnest, and free from buncombe.—*Ohio Educational Monthly.*

A Teacher's Troubles.

There is living on Martha's Vineyard an old man who has never been off the island, and the extent of his knowledge is bounded by the confines of his home. He has been told of a war between the North and South, but as he had never heard the din of battle nor seen any soldiers, he considered it a hoax. He is utterly unable to read, and is ignorant to the last degree. An excellent story is told of his first and only day at school. He was quite a lad when a lady came to the district where his father resided to teach school. He was sent, and as the teacher was classifying the school, he was called up in turn and interrogated as to his former studies. Of couse he had to say that he had never been to school, and knew none of his letters. The schoolmistress gave him a seat on one side until she had finished the preliminary examination of the rest

of the scholars. She then called him to her and drew on the blackboard the letter A, told him what it was, and asked him to remember how it looked. He looked at it a moment, and then inquired, (he stuttered:)

2. "H-h-how do you know it's A?"

3. The teacher replied that when she was a little girl she had been to school to an old gentleman who told her so.

4. The boy eyed the A for a moment, and then asked, "H-h-how did he know?"

5. This was almost a stunner, but the teacher suddenly recollected that he had told her that when a boy he had been to school to a lady who taught him that it was A.

6. The boy eyed the letter a little longer, when he burst out with, "H-h-how did he know but she l-l-lied?"

7. The teacher could not get over this obstacle, and the poor boy was sent home as incorrigible.

Errors of Tongue and Pen---Dean Alford's Criticisms.

Some of Dr. Alford's gleanings from the English press curiously illustrate the tendency of newspaper writers to use bad English:

"The newspaper writer never allows us to *go* anywhere, we always *proceed*. A man going home, is set down as 'an individual *proceeding* to his *residence*.'

"We never *eat*, but always *partake*, even though we happen to eat up the whole of the thing mentioned. In court, counsel asks a witness, 'Did you have anything so eat there?' 'Yes.' 'What was it?' 'A bun.' Now go to the report in the paper, and you will be sure to find that witness confessed to having *partaken* of a bun,' as if some one else shared it with him.

"We never hear of a *place*; it is always a *locality*. Nothing is ever *placed*, but always *located*. 'Most of the people of the place' would be a terrible vulgarism to these gentlemen; it must be '*the majority of the residents in the locality*.'

"Then no one lives in *rooms*, but always in '*apartments*.' '*Good lodgings*' would be far too meagre; so we have '*eligible apartments*.'"

"Another horrible word, which is fast getting into our language

through the provincial press, is to '*eventuate.*' If they want to say that a man spent his money till he was ruined, they tell us that *his unprecedented extravagance eventuated* in the total dispersion of his property.

"*Avocation*" is another monster patronized by these writers. Now *avocation*, which of itself is an innocent word enough, means the being called *away* from something. We might say, 'He could not do it, having avocations elsewere." But in our newspapers, *avocation* mean's a man's calling in life. If a shoemaker at his work is struck by lightning, we read that '*while pursuing his avocation the electric fluid penetrated the unhappy man's person.*'"

"If I have to complain to the postoffice," says Dr. Alford, "that a letter legibly directed to me at Canterbury has been missent to Caermarthen, I get a regular red-tape reply, beginning: "The letter alluded to by you." Now I did not allude to the letter at all; I *mentioned* it as plainly as I could."

"There is an expression creeping into general use which cannot be justified in grammar, 'a *superior* man;' 'a very *inferior* person.' We all know what is meant: and a certain sort of defence may be set up for it by calling it elliptical: by saying that the comparatives are to be filled up by inserting 'to most men,' or the like. But with all its convenience, and all the defence which can be set up for it, this way of speaking is not desirable; and if followed out as a precedent, cannot but vulgarize and deteriorate our language.

"We seem rather unfortunate in our designations for our men of ability. For another term by which we describe them, '*talented,*' is about as bad as possible. What is it? It looks like a participle. From what verb? Fancy such a verb as '*to talent!*' Coleridge sometimes cries out against this newspaper word, and says, Imagine other participles formed by this analogy, and men being said to be pennied, shillinged, or pounded. He perhaps forgot that, by an equal abuse, men are said to be '*moneyed*' men, or as we sometimes see it spelt (as if the word itself were not bad enough without making it worse by false orthography), '*monied.*'

"Another formation of this kind, '*gifted,*' is at present very much in vogue. Every man whose parts are to be praised, is a *gifted* author, or speaker, or preacher. Nay, sometimes a very odd transfer is made, and the pen with which the author writes is said to be '*gifted,*' instead of himself."

A YALE alumnus of twenty years standing returned, after a long absence, to visit his *alma mater*, and was very courteously received and shown around by Professor T——. After having exhibited to his guest most of the modern improvements, the Professor said to him:

"You have now seen, I believe, all that is new in the institution except the gymnasium. Come, let us go up there, and I will roll a string of ten-pins with you."

"What, sir?" exclaimed the guest, starting back in real astonishment.

"Why," exclaimed the Professor, "we have a fine alley in our gymnasium, and I would like to go there and roll a string of ten-pins with you."

"Roll ten-pins with you, sir!" exclaimed the alumnus, with a gloom of malicious fun in his eye: "Why, sir, I was expelled from the college for rolling ten-pins!"

School Laws.

There are certain modifications of our school system that cannot much longer be postponed. Among school officers and others who have watched its practical working, there are very few who do not urge the adoption of a plan which shall secure to the towns the advantages of gradation, division of labor, and harmony of action in the management of their public schools.

Under the present system each district must provide instruction for children studying all the branches included in a common school education. In schools of sixty scholars there may often be found from five to ten studying the primer and learning the simplest combinations of numbers; and as many more studying history, algebra and physiology. Thirty or forty are learning to read, write and cipher, and their various stages of progress require from six to ten different classes. There will be found in such a school, from fifteen to twenty classes in all. This, if we deduct an hour for rest and general exercises, gives fifteen to twenty minutes of the teacher's time for each class during the day. Most of the pupils need aid in preparing their lessons, and their progress depends upon the

help they individually receive from the teacher. It need not be stated that in a school thus organized, (or rather disorganized) there can be little progress. If the time of the children were simply wasted, and the expense of supporting such a school were simply thrown away, while it would be lamentable, it might be borne; but the real loss is in the utter aversion that the scholars come to feel towards teachers, books and schools. This is the beginning of indolence, indifference, apathy and truancy.

Besides, the small wages that most districts pay teachers, will not command the ability necessary to teach the more advanced pupils, and methods and discipline suitable to the younger scholars are so different from those adapted to the older ones that they cannot be adopted in the same school. Common sense teaches us that a school thus constituted must be a failure. The principle of division of labor is as applicable to educational work as to any other.

We also often find, in the same town, two school houses in adjoining districts, in one of which there are twenty pupils, and in the other fifty. Of course, in the latter case, the teacher is utterly unable to perform the labor required, and in the former the teacher lacks the stimulus that more pupils would give. Both schools are failures, and from opposite causes.

Much of the irregularity and non-attendance that are creating distrust in the minds of the people, in regard to our public school system, originates in the poor schools we have under existing laws. No sensible parent cares to send his child to a school taught by a person who has no power to adapt his instruction to the capacity of the pupil. He knows that it is better for the child to spend his time in work at home, than to waste it in idleness at school; and the child feels that there is no loss, when he can remain at home a week, and, on his return, find his classmates asking him for aid in learning the lessons he learned a year before.

Again, no school can long prosper without constant and intelligent supervision. To secure this under the present law is impossible. In many of the counties of the state, the County Superintendent is unable to visit all the schools under his supervision during the year. There are very few superintendents who visit the schools of their respective counties twice a year. Although it is made the duty of District Boards to visit the schools under their charge, yet this duty is very generally neglected; not because these

officers are indifferent to the interests of their schools, but because they cannot spend time to do what they are not conscious of being able to perform well. The consequence is a neglect of the school, not only by school officers, but parents also. The teacher is left wholly to himself; feeling no responsibility, despairing of aid, knowing that effort on his part is unnoticed, he becomes indifferent, complains of the difficulties that surround him, and impatiently waits for the end of his term. The scholars lose all interest in study, and naturally resort to some means of breaking the monotony of school life; their estimate of their time and privileges corresponds with the price their parents and teacher have put upon them, and they regard the time spent in the school room as lost.

There is no other department of labor that we thus neglect. Mining, building, engineering, manufacturing and farming are all systematically managed. Supervision, intelligent, constant and careful, is regarded as indispensable in all callings and avocations except teaching. The county Superintendency was a step in the right direction. We need to go farther. We need town supervision, and if we cannot secure the "Township District System," we shall be obliged to provide a town superintendency.

The two things, then, that most strongly recommend this system, are *gradation* and *supervision.* To secure them we appeal to the wisdom and power of the legislature.

The adoption of the "Township District System" will be attended with no serious difficulties. It will disorganize no districts now in existence, require no changes in management not easily made, and will not deprive the people of the towns of the power to control their educational affairs.

It will afford to each parent an opportunity of sending his children to such schools in his own town as are most convenient and suitable. It will enable country towns to *grade* their schools, and thus secure at home those educational advantages that at present are limited to our cities and large villages. By the appointment of a town board, to be selected by the district officers, efficiency, unity, harmony and economy, would be secured. The secretary of the board would act as its executive officer, aiding teachers in grading and classifying pupils, and by constant supervision, promote the advancement of scholars and enforce the requirements of the board and the laws of the State.

In the State of Indiana, Ohio, Iowa, Pennsylvania, Rhode Island. Connecticut and Massachusetts, where the system has been tested by years of trial, there is no difference of opinion in regard to its economy, simplicity and efficiency.—*State Superintendent's Report.*

The Teachers' Reward.

"When Jupiter offered the prize of immortality to him who was the most useful to mankind, the court of Olympus was crowded with competitors. The warrior boasted of his patriotism, but Jupiter thundered; the rich man boasted of his munificence and Jupiter showed him the widow's mite; the pontiff held up the keys of heaven, and Jupiter pushed the doors wide open; the painter boasted of his power to give life to inanimate canvas, and Jupiter breathed aloud in derision; the sculptor boasted of making Gods that contended with the immortals for human homage, Jupiter frowned; the orator boasted of his power to sway the nation with his voice, and Jupiter marshaled the obedient host of heaven with a word; the poet spoke of his power to move even the gods of praise, Jupiter blushed; the musician claimed to practice the only art that had been transplanted to heaven, Jupiter hesitated; when seeing a venerable man looking with intense interest upon the group of competitors but presenting no claims, Who art thou? said the benignant monarch. Only a spectator, replied the gray headed sage, all these were my pupils. *Crown him, crown him!* said Jupiter. *Crown* the faithful teacher with immortality, and make room for him at my right hand."

JOHN STUART MILL says: "Education is one of those things which it is admissible in principle that a government should provide for the people: it is therefore an allowable exercise of government to impose on parents the legal obligation of giving elementary education to children. This, however, can not fairly be done without taking measures to insure that such instruction shall always be accessible to them, either gratuitously or at a trifling expense."

Editorial Miscellany.

Wanted---Writers.

We would call upon teachers and superintendents of this State to write for the JOURNAL. There is sufficient talent in the State if used to make the Wisconsin JOURNAL equal to any in the country. At Institutes and Associations, teachers are willing to exercise their talents in writing; why not in an educational journal, which reaches so many teachers who are unable to attend Institutes and Associations. The object of the teacher is or should be —to do good, to extend to as large a number as possible his knowledge of teaching, to relate his experience, and if he knows a superior method of teaching any particular branch or topic, to promulgate it. We do not wish to borrow every thing from our neighbors. but to let them know that we are not behindhand, in enterprise and education. Any thing of interest to teachers, happening in different localities, especially accounts of teachers' meetings and institutes, should be at once communicated to the JOURNAL and thereby transmitted to the teachers of the State. We saw with regret the lack of interest on the part of teachers in the last days of the Old Series. Our predecessor was obliged to borrow much from other journals, which seems to us on the part of teachers a virtual acknowledgment of their incompetency or unwillingness to sustain an educational journal. We had hoped that after the suspension of the JOURNAL for so long a time, the teachers would feel an awakened interest and would manifest it by aiding us with their pens as well as purse. We still hope.

Brown University has 175 Students, 84 of whom are professors of religion.

The Decimal System.

Several Presidents and Professors of Colleges have petitioned Congress to adopt the Decimal System of weights and measures, now in use in several European countries. We sincerely hope this measure may be brought about. The principle of decimals can be easily taught to pupils in one term. The fact that we have but ten arithmetical characters is evident. Even before scholars can read or are old enough to study Arithmetic, they understand this system in the reckoning of money. It is very difficult to make younger pupils understand that 16 ounces make a pound in one example and but 12, in another; that 63 gallons make a hogshead in one, and 54, in another. As an initiatory step to the introduction, the petitioners suggest that the decimal system of weights and measures, as used in Holland, Belgium, France and some other countries, be explained in all of our Common School Arithmetics. The Indiana State Teachers' Association at their last meeting drew up a list of resolutions which they sent to their Representatives in Congress, requsting them to use their influence in adopting a uniform decimal system.

All transactions of trade are safe in proportion as they are simple. Many of our business men are unable to transact business owing to their ignorance of Denominate Numbers. On account of the great complicity of our tables, many scholars leave school in total ignorance of them. Besides a great amount of precious time is wasted if they do perfect themselves in these. We believe, on an average, that it takes two terms of twelve weeks each for pupils to become thoroughly conversant with the uses of Denominate Numbers. There are more than 200,000 pupils in this State alone; each losing twenty-four weeks would make a total of 4,800,000 weeks or more than 92,000 years of lost time for one generation of children (provided all learned them, as they should). This estimate may be extravagant, but the loss is sufficient to encourage all lovers of progress to exert themselves in introducing a simple, uniform system of tables and to remove so many seeming contradictions which perplex the mind of the young. We will hail with delight whoever may bring this to pass as a true benefactor of the race.

MAINE is about to have an Agricultural College.

CITY CHARTERS.—Many cities, among which is Janesville, are limited by their charters in raising taxes for school purposes. We think this a great mistake; for when the population is greatly increased and it is necessary to amend the charter so as to increase taxation, the people sometimes refuse to do it, thinking taxes sufficiently high for that purpose. If there is to be any limit we think it would be much better to regulate it by the valuation of property; then as an increase in population is accompanied by an increase in property the public would be provided with means to increase the number of their teachers. The Charter of Mineral Point limited the amount to be raised to twice the appropriation received from the State, and that has been gradually diminishing, as the population of the city has not increased proportionally with that of the State. The Legislature recently amended the charter without submitting it to the people, which is its duty to do in every place where the people are unwilling to provide good public schools voluntarily.

CLIPPINGS.—Wanted—a young man to take charge of a pair of horses of a religious turn of mind.

A school committee man writes: "We have a school-house large enough to accommodate four hundred pupils four stories high."

A child was run over by a wagon three years old with pantalets on which never spoke afterwards.

Parasol—A protection against the sun, used by ladies made of cotton and whalebone.

Straps—Articles worn under the boots of gentlemen made of calfskin.

An exchange, describing a celebration, says: "The procession was very fine and nearly two miles in length as was also the prayer of Dr. Perry the chaplain."

ST. LOUIS.—The Missouri Legislature has empowered the Board of Education of St. Louis to levy a tax not exceeding one-half of one per cent. on the taxable property of the city each year.

Grant County Teachers' Institute.

We have received from the Secretary A. W. Barber, the proceedings of the Institute held at Lancaster last week. We condense and publish below all that is of general interest:

The number of teachers and those preparing to teach present was 100, of whom 78 were from a distance. This, considering the extremely bad traveling, was quite an evidence of the devotion of teachers to their avocation. The teachers of the south part of the county made a heroic effort to be present, and a band of twenty-nine of them spent a day in trying to reach Lancaster; but having neglected to provide themselves with a pontoon train, they were finally defeated near Rockville by the combined powers of mud, floods, and demolished bridges and forced to retire.

The Institute organized Monday evening, April 2d, Supt. Purman presiding. The exercises were very numerous and varied consisting of usual exercises and drills, and some that were unusual and novel. The fellowing resolutions were adopted:

We, teachers of Grant Co. having passed four days in an Institute at Lancaster, for the purpose of mutual instruction and improvement, do adopt the following resolutions:

Resolved, That we tender our thanks to Supt. Purman, for the energetic and gentlemanly manner in which he has conducted the present association and that we pray him to repeat these reunions of the teachers of Grant Co. as often as twice each year.

Resolved, That we will cultivate in ourselves a local pride and endeavor to make Grant County as justly reputed for intelligence as she is for generosity, loyalty and size.

Resolved, That we acknowledge the salutary influence exerted upon the maners and morals of our pupils by the I. O. of G. T.

Resolved, That teachers should exert themselves to secure improvements in their several school buildings, to obtain the essential articles of school apparatus and be careful to preserve them.

Resolved, That the citizens of Lancaster in boarding the teachers free of charge have ingenuously confessed that the pay of teachers is not sufficient to keep them above charity.

Resolved, That we humbly acknowledge to Almighty God the blessings vouchsafed our beloved land in the past, and devoutly supplicate his guidance through the difficulties which surround us, as a nation in the present.

Resolved, That the people of Lancaster, for their generous hospitality, and their interest manifested by attending our exercises are justly entitled to and do receive our hearty good will.

The following was presented by a local school officer, and adopted by the teachers:

Whereas, with Teachers as with the rest of mankind, money makes the mare go, or anything else:

And, Whereas the public liberality is our main reliance for financial encouragement, therefore,

Resolved, That, in view of our further educational preparation, we ask School Boards to allow us liberal salaries for our teaching the children.

Adjourned sine die.

AMHERST W. BARBER, Secretary.

Educational Anecdotes.

A tutor lecturing a young man for his irregular conduct, added with great pathos, "The report of your vices will bring your father's gray hairs in sorrow to the grave." "I beg your pardon, sir," replied the incorrigible, "My father wears a wig."

Sir William Brown, a pompous sort of man, being at a parish meeting, made some proposals which were objected to by a farmer. Highly enraged he said to the farmer, "Sir do you know that I have been to two Universities?" "Well," said the farmer, "What of that? I had a calf that sucked two cows, and the observation I made was, the more he sucked, the greater calf he grew."

In a certain school in Minnesota is a boy who is noted for his sharpness. He took his hat one day and walked up to the teacher, who is quite deaf, and said in a low tone, but loud enough to be heard by the scholars—"You're an old fool, ain't you?"—the teacher thinking the boy wished to be excused replied—"Yes, you've been a good boy, you may go."

RACINE.—A memorial tablet to the scholars of the High School who fell fighting for their country during the war was placed in the school-room, with appropriate ceremony, on the 23d ult.

General Intelligence.

Within five years four Presidents of Harvard College have died—Quincy, Sparks, Everett, and Felton.

The following are the ages of prominent English Writers:—Wilkie Collins, 42; John Rankin, 47; Charles Kingsley, 47; Tom Taylor, 49; W. H. Russell, 50; Anthony Trollope, 51; Charles Reade, 52; Robert Browning, 54; Charles Dickens, 54; Alfred Tennyson, 57; Archibald Alison, 66; Mark Lemour, 57; W. E. Gladstone, 56; Charles Lever, 59; Bulwer, 61; B. D'Israeli, 61; Barry Cornwall, 78; T. Carlyle, 70; Lord Brougham, 86.—*Illinois Teacher.*

THE NATIONAL TEACHERS' ASSOCIATION will hold its next annual meeting at Indianapolis, commencing on the 15th of August. This announcement is made now in order that the various State Teachers' Associations can fix their time of meeting with reference to it. Full programmes will be published in due time.

J. P. WICKERSHAM, President.

Why does the eye resemble a school-master in the act of flogging? It has a pupil under the lash.

Rev. Harvey D. Kitchell, D.D., of Chicago, has been elected President of Middlebury College, Vt. He graduated at that institution in 1835.

Springfield, Ill., expended for school purposes, during 1865, $100,000.

FLAREL MOSLEY of Chicago, who during his life devoted much of his time to popular education left by his will $10,000 to be added to the Mosley School Fund, for supplying school-books to needy children in the public schools of the city, besides $30,000 for the education of the friendless.

Henry Barnard, LL. D., of Hartford, Conn., editor of the American Journal of Education has been elected President of St. John's College, Annapolis, Md.

UNION COLLEGE.—Rev. Lawrence P. Hickok has been elected

President of Union College. During the latter period of Dr. Nott's life, he was acting as President.

MINERAL POINT.—The Legislature has passed a bill authorizing the Common Council of Mineral Point to raise sufficient money by taxation to continue the schools through the year; the sum not to exceed $4,000. We will now have nine or ten months of school instead of four as formerly. Henry Plowman, Esq., was recently re-elected as City Superintendent.

FLORIDA.—A bill for the education of freedmen has been introduced into the legislature of Florida. It proposes to tax the freedmen themselves to the amount required, the sum to be paid into the State Treasury and disbursed by the State and county officers.

PROF. Chas. E. Aiken has been appointed to the Latin Professorship of Princeton College, made vacant by the death of Professor Giger.

Rev. Samuel C. Bartlett, of Chicago has been elected President of the University of Vermont and State Agricultural College at Burlington.

KANSAS.—Number of children of school age, 45,148. Number enrolled, 26,341. Amount paid for teachers' wages during the past year, $86,892 22, an increase of 68 per cent. over 1864. There are nine graded schools, with forty-four teachers and 3,656 scholars. The State Normal School has two Professors and eighty students. The State Agricultural College has four Professors and 113 students. The average monthly wages of males is $36,74; of females, $24,41.

NEW YORK.—The number of children in the State between the ages of five and twenty-one years is 1,398,789. Attendants of school during some part of the year 916,617. Average daily attendance 365,617. Number of male teachers employed, 4,452 and female 22,017. School expenses for the year, over $8,700,000.

The State Normal School is now in its twenty-second year number of pupils 223.

Sixty-three institutes have been held during the year with a aggregate attendance of 8,987 teachers.

Whole number of pupils attending College is 1,420; Academies 35,355, and Private Schools 54,345.

VERMONT.—The Vermont State Teachers' Association, commenced its sixteenth annual session in the Town Hall, in Brattleboro, on Tuesday, January 30th, at 7½ o'clock in the evening. Gen. Phelps presided, in the absence of the president, Dr. Newman. The session lasted three days. There are in the State, twenty-four thousand four hundred and eleven children between the ages of four, and eighteen, who have attended no school during the past year.

RHODE ISLAND.—The annual convention of the Rhode Island Institute of Instruction, met in Providence, January 26th. President Mowry called the meeting to order. Dr. Swain gave the teachers from abroad an earnest address of welcome. Professor Dunn, of Brown University, lectured upon "The Study of English Literature." Professor L. S. Green, on "Teaching as answering an Internal Want of the Pupil." Professor J. Lewis Diman, on "Political Education in Public Schools." The lecture was endorsed by the following resolution:

Resolved, That in the subject of Political Education in Public Schools, as presented in the polished and impressive lecture of Prof. Diman, we recognize one of the most important wants yet to be supplied in our excellent system of public instruction, and that we will gladly improve all available facilities for carrying into practice its timely and important suggestions.

FOREIGN.—The Superintendent of Public Instruction of France has proposed a grand exhibition of the different modes of education as used by all Nations and also an exposition of such education as is evinced in their scientific progress. France has appointed her most prominent educators on committees and intends to do herself justice. The exhibition is to be held in 1867. So says the Paris correspondent of the New York Evening Post.

NOTICE.—Any school officer desiring a teacher or any teacher desiring a school, on communicating their wants to us, will be aided to the utmost of our ability through the columns of the JOURNAL. —ED.

MITCHELL'S OUTLINE MAPS.—We are requested by the publishers

to state that CAMP'S GEOGRAPHIES (not White's Hand Book on Geography) are designed to accompany Mitchell's Outline Maps.

INDIANA.—Total apportionment of Public School money, $993,-254 13. Amount to each child between 6 and 21 years of age $1,-80; an excess of 20 cents and 6 mills over last year. The revenue is sufficient this year to keep the schools open at the same expense as last, 5 months.

The following we take from the Pennsylvania School Journal:

CALIFORNIA.—The monthly wages of male teachers is $73 88, and of females $64. The subscription price of the Teacher has been raised to $2 00 a year in legal tender notes, or $1 50 in gold.

GEORGIA.—Free schools for all classes are being opened in Georgia, all the teachers of which are required to take the oath of allegiance. They meet with the greatest favor.

MASSACHUSETTS.—The schools were open 7 months and 19 days the past year. The average wages of male teachers was $46 73 per month, and of females $19 37. The whole cost of the system was $1,679,700. There were 561 students in the normal schools, of whom 155 graduated.

NEW YORK.—Victor M. Rice was re-elected Superintendent of Public Instruction in April by the Legislature, after having held the office during two full terms.

Indiana now maintains a Teachers' Institute annually in each county.

Iowa is moving to secure a permanent State agent to visit schools and lecture on education throughout the State.

NEW HAMPSHIRE.—The Board of Education of the Granite State urges the appointment of a state superintendent, and the support of Normal Schools and Teachers' Institutes.

Pennsylvania has established numerous schools for soldiers' orphans. Up to July 1, 1865, one thousand one hundred and eighty-three of these orphan children have been "ordered to be admitted to the different schools and institutions." All the schools are required to have twenty acres of ground to be cultivated by the male

pupils, under proper instruction and supervision. Thomas H. Burroughs, LL. D., is the State Superintendent of the soldiers' orphans.

The United States Naval School has been removed from Newport to Annapolis, and again re-opened in the "old quarters."

Kansas has a State Teachers' Association, a good educational journal, an efficient State superintendent, and a State Normal School.

VERMONT.—Of the 85,795 children between 4 and 18 years of age in the State, 73,259 have actually attended the schools. Less than one tenth of the pupils of the State have attended any other than the public school. The number of teachers was 4,841 and the average wages of males was $20 48 and of females $8 16—the teachers all "board round" we suppose.

The following items we clip from the Massachusetts Teacher:

Maryland has recently advanced the salaries of the teachers generally in all parts of the State. The Maryland journal comes now greatly improved both in form, type and matter.

TENNESSEE.—The public schools of this State, which were generally interrupted during the war, are starting again. Many of the school-houses have been burned during the last four years. The people are waking up in some degree to the necessity of general education. A State Educational Convention was held at Knoxville during the summer, which was well attended.

VASSAR FEMALE COLLEGE, at Poughkeepsie is now in full operation, with a President, Dr. Robert H. Raymond, nine professors, with several assistants, and nearly 400 pupils. The course of study is thorough, and after the most approved plan. The building is 300 feet front, with a depth of 171 feet in centre, and 165 in the wings. The chapel will seat 500. There are rooms for 400 pupils, art gallery, professor's rooms, chapel, etc. A gymnasium is in process of erection.

THE HOMESTEAD OF HENRY CLAY was sold the 12th of January ultimo, to the Regents of the University of Kentucky for $90,000. The farm consists of 325 acres, and is to be used for the State agricultural college.

BOOK NOTICES.

CAMP'S SERIES OF GEOGRAPHIES.—Published by A. H. Andrews, 61 Washington Street, Chicago.

We have received a set of Camp's Geographies and are wel pleased with them. The Primary Geography, prepared to accompany Mitchell's Outline Maps, is designed for Primary Schools. It has a course of introductory lessons on objects and terms to be learned in studying geography. Instead of terms given to be defined, the object is brought before the child in nature, and when properly understood, it is defined.

The Intermediate Geography is designed for pupils who have been through with the primary. The maps contain all the countries, capitals, chief towns and the more important bodies of land and water. All the places marked correspond with the outline maps.

Camp's Higher Geography includes those facts and principles which are important for the advanced student, so arranged and presented as to suggest classification, generalization, and philosophical study. The maps are as full as is desirable for a school or for the private student. It contains only what is to be learned, and is designed for study rather than for reference. The map questions and general questions are so related to each other and to the key and descriptive geography, that they secure complete reviews of both. The chapters on Physical Geography are an important addition to the work. It contains a full pronouncing vocabulary and complete statistical tables. The books are all prepared with especial reference to accompanying the outline maps, and they furnish a complete key to those maps. Still each book is complete in itself and may be used independently.

NORTH AMERICAN REVIEW for April is received. It contains many interesting articles, among which are:

"Military and Martial Law;" "The Error of De Tocqueville;" "The New York Herald;" "Our Diplomacy during the Rebellion." "The President on the Stump." The article on "the New York Herald" contains a brief history of the paper and its proprietor, James Gordon Bennett. It should be read by all journalists as it explains very plausibly how a journal may be successful—how the

New York Herald became the leading journal in America and why it continues to be so. The reviews and criticisms are valuable. The book contains 324 pages all filled with choice reading.

BEADLE'S MONTHLY.—A Magazine of to-day, Published by Beadle & Co., New York. Price $3 00 per annum.

This new magazine is what it purports to be—a magazine of to-day. We consider it a valuable acquisition to our list of exchanges.

THE LITTLE CORPORAL.—A child's paper by Alfred L. Sewell, Chicago. Price $1 00 per annum.

The mind must be fed as well as the body. Until recently there were but few papers published, which were adapted to the wants of children. The *Little Corporal* affords agreeable and healthy food for the minds of children. We cordially commend it to every child in the United States.

EVERY SATURDAY is gaining fast in popular favor. The editor displays excellent judgment in his selections.

OUR YOUNG FOLKS with its freshness and variety is ever a welcome visitor.

KERL'S SERIES OF ENGLISH GRAMMARS.—Published by Ivison, Phinney, Blakeman & Co., New York.

Kerl's Elementary English Grammar is designed for beginners and is very simple and complete. It is so nearly identical with the first part of the larger work as to enable the pupil to begin that book at Part Second.

Kerl's Comprehensive English Grammar is a thorough practical grammar and is designed for the use of Common Schools. It contains many things new and interesting. We prize the book particularly for its valuable treatise on Analysis.

Kerl's Common School Grammar. This book is an intermediate grade between the two foregoing ones.

Kerl's treatise on the English Language. This book is designed for High Schools, Colleges, and Private Students. We have not seen the two last mentioned works but if they are equal to the first two, we do not hesitate to recommend them.

SOMETHING NEW—ERASABLE LEAF TABLET.—We have received a sample of these Tablets. It is finished so that pencil marks can be easily erased and leave the Tablet as good as new. It will not be long before it will be considered an indispensable article in Banks, Stores and School-rooms. See advertisement.

MAPPING PLATES.—In sets of nine. Price 60 cents. Every student in Geography should have these. Parallels are drawn showing latitude and longitude, which is a valuable aid in map drawing, especially to beginners.

DISSOLVED.—Our readers will see from the advertisement that the firm of Andrews & Bigelow have dissolved partnership. Business will now be carried on by A. H. Andrews. Any one desiring School Furniture will do well to correspond with this accommodating House.

Publisher's Department.

We are sorry to inform the teachers of Wisconsin that they are not doing their duty. The teachers of every state should feel bound to support an educational journal; and yet the JOURNAL of this state is supported mainly by advertisers. We appeal to the Superintendents for aid. They have always been subscribers, contributors and workers for the JOURNAL; we hope they will always remain so. If each Superintendent will send us twenty subscribers the JOURNAL will live and the publisher feel liberally rewarded for his labors. We will furnish the twenty copies for $20 to any Superintendent. At the Spring Institutes and examinations, or if these have already been held, whenever the County Superintendent visits a school, we hope he will insist upon it, that it is each teacher's duty to subscribe for an educational journal and if he can not convince him of his duty, then *fine* him to the amount required. We are loosing over $100 per month on the JOURNAL, and we wish to see that our *endeavors* are appreciated if our works are not, We have sent the JOURNAL to most of the old subscribers, and have

received about one hundred new subscriptions. We hope those, who have not already remitted, will do so at once.

Superintendents Coombs of Racine Co., and Dreury of Sheboygan Co., have our thanks for the lists of new subscribers that they recently sent us.

OUR ADVERTISEMENTS.—E. H. Butler & Co. continue their advertisement of Mitchell's Geographies; Brewer and Tileston advertise Hillard's Readers, Worcester's Dictionaries, &c.; Sargent, Wilson & Hinkle—their Eclectic Educational Series consisting of a complete set of school books; Ivison, Phinney, Blakeman & Co., the American Educational Series, contianing Robinson's Arithmetics and Algebras, Kerl's Grammars, Union Readers and Speakers, Gray's Botanies, &c., they also advertise Spencerian Copy Books and Charts; J. B. Cowperthwait—Green's Grammars, Warren's Geographies and Colburn's Arithmetics; A. H. Andrews—successor to Andrews & Bigelow—School Furniture of all kinds; American Tablet Co.—Griswold's Patent Erasable Tablet; John Atwater—School Government and School-Room Mottoes. Letters of inquiry in regard to Books, Furniture, &c., to any of these advertisers will be promptly attended to.

Wisconsin Journal of Education.

TERMS: $1:25 per year, in advance; or, five copies for $5.

SPECIAL OFFER: By an arrangement with the publishers, we will furnish the *Atlantic Monthly*, *Harper's Monthly*, or *Harper's Weekly*, and the JOURNAL, for $4, which is the subscription price of each of the three periodicals above named. We will also furnish *Our Young Folks* and the JOURNAL, for $2:25; *North American Review* and the JOURNAL, for $6; *Every Saturday* and the JOURNAL, for $4:50.

TERMS OF ADVERTISING: The annexed table shows the terms of advertising in the JOURNAL OF EDUCATION. ☞ Payments expected quarterly. Time and space to be occupied should be stated by advertisers. Any material change of standing matter will be charged for at the rate of $2 per page. No advertisement counted less than one-fourth of a page.

	1 mo.	3 mos.	6 mos.	1 year.
1 Page	$10 00	$25 00	$45 00	$75 00
½ Page	6 00	15 00	25 00	45 00
⅓ Page	4 00	10 00	16 00	30 00
¼ Page	3 00	8 00	13 00	25 00

MITCHELL'S NEW SERIES OF GEOGRAPHIES.

The Most Complete and Reliable School Geographies Published.

1. MITCHELL'S FIRST LESSONS IN GEOGRAPHY. 2. MITCHELL'S NEW PRIMARY GEOGRAPHY. 3. MITCHELL'S NEW INTERMEDIATE GEOGRAPHY. 4. MITCHELL'S NEW GEOGRAPHY AND ATLAS.

Attention is asked to the following points:

I. THE LEADING FEATURES OF THE BOOK IN THE SERIES.

1. MITCHELL'S FIRST LESSONS IN GEOGRAPHY.—This little work has been prepared with special reference to the wants of children who are first commencing the study. It presents only the outlines of the subject.

2. MITCHELL'S NEW PRIMARY GEOGRAPHY. — This is designed to follow the First Lessons, and is suited to the wants of pupils in advanced primary or secondary schools.

3. MITCHELL'S NEW INTERMEDIATE GEOGRAPHY. — The New Intermediate is adapted to the wants of common or grammar schools. It contains all that is necessary to impart a general knowledge of the subject, and can be completed in less time than any other work prepared for the same grade of schools.

4. MITCHELL'S NEW GEOGRAPHY AND ATLAS (just published).—A very full and complete work for the use of High Schools, Academies, and Colleges. It combines instruction in Physical, Political, and Mathematical Geography. The Atlas is compiled from the great Atlases of Keith Johnston, Kiepert, the Geographical Institute of Weimar, the United States Coast Surveys of the War Department, and other reliable authorities, and contains forty-four copper-plate maps.

II. IMPORTANT FEATURES OF THE SRIES.

DESCRIPTIVE MATTER.—This differs in style and compass in the several books, only such matter being presented to the respective grades of pupils as is best adapted to their capacity. Great care has been taken to give the most important facts in the best and most interesting manner, and to avoid all needless detail and repetition.

In the First Lessons and New Primary, some historical matter is interspersed, for the purpose of making the study more entertaining, but the more advanced works contain nothing that does not properly belong to the science of Geography.

2. *Arrangement of the Descriptive Matter.*—The descriptive matter is judiciously arranged under topics, and is therefore more easily taught and learned.—For those who prefer it, a list of leading questions is printed at the foot of every page. By this arrangement the topical and catechetical method of instruction, are combined, and either may be pursued.

3. *The Maps.*—They are among the finest specimens of copper-plate engraving extant. No better can be made. The names are all clearly cut, the boundary lines are fine and distinct, and where the maps are most crowded, there is no confusion. Places of little importance are generally omitted, thereby giving greater prominence to the general outlines and more important features. All the late changes and discoveries, both in our own and foreign countries, are correctly indicated.

4. *Pronouncing Vocabularies.*—The vocabularies are extensive and reliable.—The New Atlas alone contains a vocabulary of ten thousand geographical names. The standard of pronunciation is that adopted by the most distinguished linguists and travellers. For greater convenience, the pronunciation of many of the more difficult names is also given in the body of the text.

5. *The Geographical and Statistical Tables.*—The Statistics are compiled from the latest official reports, and may be fully relied upon.

6. *The Circulation of Mitchell's Geographies* is greater than that of any other series in the United States, if not in the world. They have been thoroughly tested in more than ten thousand schools, with the most satisfactory results.

MITCHELL'S (old) SERIES OF GEOGRAPHIES:

Revised up to date, are still published. They are Mitchell's (old) Primary Geography; Mitchell's (old) School Geography and Atlas, and Mitchell's Ancient Geography and Atlas.

For sale by S. C. WEST & CO., Milwaukee, W. B KEEN & CO., Chicago, and all the Booksellers in Wisconsin. Published by E. H. BUTLER & CO., Philadelphia, Pennsylvania. 3m-nl.

WISCONSIN

JOURNAL OF EDUCATION.

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Some of the Mistakes of Educated Men.

"My first advise to young men pursuing or completing a course of liberal studies is, to take care of your bodily health. Without this your intellectual attainments will be shorn of more than half their value. I dwell upon this point, and emphasize it, because on every side of me, in professional life, and especially in the clerical profession, I see so many helpless wrecks. Verily there is some grievous mistake among us in this matter. Whether it be our climate, or our habits of student life, or our social and domestic habits, I am not prepared to say. But of the fact I make no doubt. Our educated men do not achieve half that they might achieve for the want of the necessary physical vigor. It is painful to see the dyspeptic, sore-throated, attenuated, cadaverous specimens of humanity that student-life so often produces among us—men afraid of a puff of air, afraid of the heat, afraid of the cold, afraid to eat a piece of pie or good roast beef—men obliged to live on stale bread and molasses, who take cold if they get wet, who must make a reconnoissance of a room to see that they can secure a place out of a draft before they dare to take a seat—men who by dint of coaxing and nursing and pampering drag out a feeble existence for a few short years, and then drop into a premature grave—martyrs to intellectual exertion!

"I do not recommend the fox-hunting carousals of the old time English clergy. We need not go back to the material apotheosis

of the classical ages. But verily we have something to learn in this matter. We have to learn that high mental exertion taxes most severely the life-force. We have to learn that the man of superior intellect, who puts forth his power with resolute vigor, requires more bodily health and force to sustain the strain than an ordinary laboring man does. Instead of being pale, delicate, feeble, and sickly, the student needs to be stalwart and hardy. He should have tougher thews and stronger sinews, and a more vigorous pulse than the man who merely plows the soil. He need not have the brawn and bone of the athlete and the gladiator. He need not be a Spartacus or a Heenan. But he should be of all men a man of good, sound, vigorous, working bodily health."

He then passes to the importance of the habit of being beforehand in whatever you undertake, to the necessity of holding on to the calling one chooses, to the value of some fresh intellectual acquisitions every day, to the beneficial effects of a varied and liberal culture apart from one's speciality, and the propriety of cultivating the art of conversation. On the latter head he says truly:

"Excuse my dwelling a little on this point. There is among our best educated men, I am sorry to say, a large amount of *vis inertiæ* in regard to this matter of conversation. Very many such persons are disposed to rely for their success and their position in society solely upon their professional skill and industry. General conversation is a bore to them. They have never duly considered the advantages it might bring them. They are disposed to leave all that to those more ambitious of social distinction. When they are in company, they speak, indeed, if appealed to, or if it comes entirely in their way to do so, but they feel no responsibility for keeping conversation afloat. Allow me to say, gentlemen, this is all wrong. Independently of all considerations of interest and policy, there is a clear duty in this matter. Every man who mingles in the society of his fellows is bound to contribute his quota to the common entertainment, just as much as in a joint excursion of any kind he would be bound to pay his share of the reckoning. Educated men, beyond all others, should settle it as a clear duty to learn how to talk well in company. Conversation is an art; but it is an art which can be acquired, and depend upon it no acquisition gives a surer or more ample return for the amount of effort needed."—*New York Evening Post.*

In and out of School.

It is set forth, not as mere probability, but as a proved fact, that half a day is better than a whole day of school-teaching. If three hours instead of six be given daily to the schoolmaster, and be so managed that the pupil is physically and mentally able to give bright undivided attention to the whole of his work, he not only can learn absolutely as much as the child who is compelled through a six-hour routine; it is his further gain that what he knows he knows more literally "by heart," knows with a relish; while he is sent out into the world with a habit of close study, so assured that he hardly knows what it is to apply his mind with half attention to a duty.

The second half of the day, which now, being spent in the schoolroom spoils the whole, if it be devoted to gymnastics, drill, athletic sport, or—in the case of those who must work with their parents for the bread they eat—to labor in the house and field, can and does serve to train a sound body while helping to a fuller ripeness of the mind. We say, not theoretically that it would do, but practically, and from the wide experience of many, that it does this. Here, for example, is a heap of evidence.

Mr. William Stuckey, who is teaching eighty children at Richmond, and has worked for more than a quarter of a century in schools of seven hundred, of a hundred and eighty, and of a hundred scholars, testifies that in his experience "two hours in the morning and one in the afternoon is about as long as a bright voluntary attention can be secured." Particular children could sustain attention longer, but they would be scarcely five per cent of the whole number taught. With efficient teaching of an interesting subject he has found that no one lesson could with advantage be pressed beyond half an hour. "The benefits," he says, "of enforced attention are small. With young children, of the average age attending British schools, if you get a quarter of an hour's attention, and having prolonged the lesson to half an hour, then recapitulate, you will find that the last quarter of an hour's teaching had nearly driven out what the first quarter of an hour put in." Mr. Imeson, who has been for eight-and-twenty years a teacher, and has taught children of all classes, is of the same opinion. Study, or the attempt at it, for seven hours a day, destroys, he says, the willing

mind, Mr. Isaac Pugh, who has taught during thirty years of work about three thousand boys, says that with boys of higher classes, attention has been kept on the stretch for two hours in the morning, and afterwards from the same class he might get an hour's positive attention in the afternoon, but even that could not be done day after day. Mr. Cawthorne, after twelve year's experience, agrees with Mr. Pugh; but considering his low estimate to refer to the silent working system, thinks that with a different system half an hour's additional attention might be got in the morning, and as much more in the afternoon. But it is not all equally good. Even with varied relief lessons, he says: "In the morning we find the last half-hour very wearying; in the afternoon, we find the first half-hour bright, the next half-hour less bright, and the last half-hour worse than useless." Mr. Donaldson, of Glasgow, who has for eight years taught in large schools, gives a table. He says:

"My experience as to the length of time children closely and voluntarily attend to a lesson, is:

Children of	from 5 to 7 years of age,	about	15	minutes.
"	7 to 10	"	20	"
"	10 to 12	"	25	"
"	12 to 16 or 18	"	30	"

I have repeatedly obtained a bright voluntary attention from each of these classes for five, ten, or fifteen minutes more, but I observed it was always at the expense of the succeeding lesson; or, on fine days, when the forenoon's work was enthusiastically performed, it was at the expense of the afternoon's work. I find the girls generally attend better and longer than the boys, to lessons on grammar and composition; the boys better and longer than the girls, to geography, history, arithmetic, and lessons on science."

Mr. Bolton, head-master of a Half-Time Factory School at Bradford, where nearly five hundred children are now being taught, and who has had seven years' experience of the half-time system, after seven years' experience of full-time teaching, says that he finds the half-time scholars "more advanced. They come fresh from work to school, and go fresh from school to work. I believe that the alteration is in both ways beneficial." To which Mr. Walkers, one of the firm in whose factory the same children are employed, adds his testimony that, "where I had to complain one hundred times, thirty years ago, I now have scarcely to complain once." He

is asked, "Do you find your commercial interest in the improvement?" and answers, "Most decidedly, notwithstanding that we spend a very large sum on the school every year." As the half-day's work brightens attention to the schooling, so the half-day's schooling, in its turn, brightens attention to the work.

To this we shall all come some of these days. We shall have schools for pupils of all classes in which no more than the natural power of attention will be occupied, and where that will be strengthened instead of sickened and debilitated by excessive strain. The headwork will be balanced with the gymnastic discipline and the drill, that give ease and precision to the movements of the body, with a wholesome vigor to the mind. But already the time is come when the truth now established should be applied to the education of the children of the poor. One great difficulty is removed when the boy's help in the home is left to the parent, and it is only for half the day that he is claimed by the schoolmaster, to be brightened even for home service while he is trained for an active, thoughtful, everywhere earnest, manhood.—*All the Year Round.*

The Schoolmaster.

HENRY W. LONGFELLOW.

Great men stand like solitary towers in the city of God, and secret passages running deep beneath external nature give their thoughts intercourse with higher intelligences, which strengthens and consoles them, and of which the laborers on the surface do not even dream!

Some such thought as this was floating vaguely through the brain of Mr. Churchill as he closed his school-house door behind him; and if in any degree he applied it to himself, it may perhaps be pardoned in a dreamy, poetic man like him; for we judge ourselves by what we are capable of doing, while others judge us by what we have already done. And, moreover, his wife considered him equal to great things. To the people of the village, he was the schoolmaster, and nothing more. They beheld in his form and countenance no outward sign of the divinity within. They saw

him daily moiling and delving in the common path, like a beetle, and little thought that underneath that hard and cold exterior lay folded delicate golden wings, wherewith, when the heat of day was over, he soared and revelled in the pleasant evening air.

To-day he was soaring and reveling before the sun had set; for it was Saturday. With a feeling of infinite relief he left behind him the empty school-house, into which the hot sun of a September afternoon was pouring. All the bright young faces were gone; all the impatient little hearts were gone; all the fresh voices shrill, but musical with the melody of childhood, were gone; and the lately busy realm was given up to silence, and the dusty sunshine, and the old gray flies that buzzed and bumped their heads against the window panes. The sound of the outer door, creaking on its hebdomadal hinges, was like a sentinel's challenge, to which the key growled responsive in the lock; and the master, casting a furitive glance at the last caricature of himself in the red chalk on the wooden fence close by, entered with a light step the solemn avenue of pines that led to the margin of the river.

At first his step was quick and nervous; and he swung his cane as if aiming blows at some invisible enemy. Though a meek man, there were moments when he remembered with bitterness the unjust reproaches of fathers and their insulting words; and then he fought imaginary battles with people out of sight, and struck them to the ground, and trampled upon them; for he was not exempt from the weakness of human nature, nor the customary vexations of a schoolmaster's life.

Unruly sons and unreasonable fathers did sometimes embitter his else sweet days and nights. But as he walked his step grew slower, and his heart calmer. The coolness and shadows of the great trees comforted and satisfied him, and he heard the voice of the wind as it were the voice of spirits calling around him in the air; so that when he emerged from the black woodlands into the meadows by the river's side, all his cares were forgotten.

"Look not upon the wine when it is red, when it giveth his color in the cup, when it moveth itself aright." What does the word *his* refer to, and why is it used?

Home and School Influence Especially Necessry in Time of War.

J. M. GREGORY—1862.

The grand march of humanity stops not in its course even for war. From the cradle to the coffin, the crowding columns move on with lock-step through the successive stages of life. Childhood cannot halt in its progress for returning peace to afford leisure for education. On into the years—to manhood, to citizenship, to destiny—it rushes, whether learning lights its path and guides its steps, or ignorance involves it in error and conducts it headlong into vice. And if in peace the school is needful to rear our children to an intelligent and virtuous manhood, how much greater the need when war, with its inseparable barbarism, is drifting the nation from its onward course of peaceful civilization, back to the old realms of darkness and brute force.

The high and heroic aims of this conflict will doubtless mitigate the evils which necessarily attend an appeal to arms. To say nothing of the physical health and prowess that camp life and military discipline will develop, the love of country and love of liberty will rise again from mere holiday sentiments to the grandeur and power of national passions, and the Union, made doubly precious by the blood which its maintenance will cost, will attain a strength that no mortal force can shake or destroy. History will grow heroic again, and humanity itself will be inspired and glorified with this fresh vindication of its God-given rights and duties, in this new incarnation and triumph of the principles of Constitutional and Republican liberty. The too absorbing love of money, which has hitherto characterized us, has loosened somewhat its clutch, and been won to acts of genuine benevolence, at the sight of an imperiled country; and the fiery demon of party spirit slinks away abashed before the roused patriotism which lays life itself on the altar of liberty.

But with all this, the barbarisms of war are too palpable and terrific to be forgotten or disregarded, and the wise and patriotic statesman will find in them a more urgent reason for fostering those civilizing agencies which nourish the growing intelligence and virtue of the people. Against the ideas and vices engendered in the camps, and amidst the battle-fields, we must raise still higher the

bulwarks of virtuous habits and beliefs, in the children yet at home. We need the utmost stretch of home and school influence to save society and the State from the terrible domination of military ideas and military forces, always so dangerous to civil liberty and free government.

Your Mission.

If you cannot on the ocean sail among the swiftest fleet,
Rocking on the mighty billows, laughing at the storms you meet,
You can stand among the sailors anchored yet within the bay,
You can lend a hand to help them as they launch their boats away.

If you are too weak to journey up the mountain steep and high,
You can stand within the valley as the multitudes go by—
You can chant in happy measure as they slowly pass along,
Though they may forget the singer, they will not forget the song.

If you cannot in the conflict prove yourself a warrior true,
If, when fire and smoke are thickest, there's no work for you to do—
When the battle-field is silent, you can go with gentle tread,
You can bear away the wounded, you can cover up the dead.

If you cannot in the harvest garner up the richest sheaves,
Many a grain both ripe and golden, which the careless reaper leaves—
You can glean among the briars growing rank against the wall,
And it may be that the shadows hide the heaviest wheat of all.

If you have not gold and silver ever ready at command,
If you cannot toward the needy reach an ever open hand,
You can visit the afflicted—o'er the erring you can weep—
You can be a true disciple sitting at the Savior's feet.

Do not then stand idly waiting for some nobler work to do,
For your Heavenly Father's glory, ever earnest, ever true,
Go and toil in any vineyard—work in patience and in prayer—
If you want a field of labor you can find it anywhere.

EUROPEAN savants are debating the proposition of M. Von Gumpach, who has issued several books and pamphlets arguing that the earth is not a compressed but a prolate ellipsoid, or in other words, that it has not the figure of an orange, but of a lemon.

Public Schools from the Doctors' Point of View.

At a regular meeting of the Middlesex East-District Medical Society, in July, 1865, the subject of the influence of our public schools on the health of the children attending them being under discussion, a committee was appointed to report in full on the subject, which was done in September; and after much discussion, the same committee was directed to prepare, in as concise form as possible, some practical advise for avoiding certain dangers now threatening the health of the children in our schools. This second report was submitted to the Society in November last, and discussed as before, when the same committee was directed to publish the suggestions with such additions in the way of explanation as might seem advisable. This they now do in the following maxims, which may be considered to embody the deliberate opinion of the members of the Society.

MAXIMS:

1*st. No child should be allowed to attend school before the beginning of its* 6*th year.*

Because the whole of the first five years of life are needed to give the physical nature a fair start, which would be prevented by the confinement and restraint of the school-room: because up to that time every child has enough to do in learning to use its limbs and senses, to talk, to obey: because extended experience has proved that the children who have never been to school before they are five years old make more rapid progress than those who begin their school life earlier.

2*d. The duration of daily attendance* (INCLUDING *time given to recess and physical exercise*) *should not exceed* 4½ *hours for the primary schools;* 6 *hours for the other schools.*

Because the liability to injury of both mind and body from sedentary application is in proportion to the youth of the student, and because as much can be accomplished in this time as in a longer attendance, which is only a weariness to both flesh and spirit.

3*d. There should be* NO *study required out of school, — unless at High Schools; and this* SHOULD NOT EXCEED ONE HOUR.

Seven hours of study being as much as most adult scholars can bear, it is folly to suppose that immature minds in *growing* bodies can endure more.

4th. Recess time should be devoted to play OUTSIDE THE SCHOOL-ROOM—*unless during very stormy weather; and as this time rightly belongs to the pupils, they should not be deprived of it except for some serious offense; and those who are not deprived of it should not be* ALLOWED *to spend it in study; and no child should* EVER *be confined to the school-room during an entire session. The* MINIMUM *of recess-time should be* 15 MINUTES IN EACH SESSION, *and in Primary Schools there should be more than one recess in each session.*

Recess is a most important relief to the weariness of muscle and of mind which all children (and most teachers) feel after being in school 1½ or 2 hours. Without it there comes on a mental listlessness and a physical restlessness, which defeat the very purposes of school. The need of such relief occurs at more frequent intervals in proportion to the youth of the child; consequently there should be more recesses in primary than in other schools.

5th. Physical exercise should be used in school to prevent nervous and muscular fatigue and to relieve monotony, but NOT *as* MUSCULAR TRAINING. *It should be practiced by both teachers and children for at least five minutes in every hour not broken by recess, and should be 'timed' by music. In Primary schools every half-hour should be broken by exercise, recess, or singing.*

This maxim rests on the same general ground as No. 4. Such exercises are highly prized in all schools where they have been fairly tried, and they tend to produce a unity of action and feeling, a homogeneity in the school, which is very valuable.

6th. Ventilation should be amply provided for by OTHER MEANS THAN OPEN WINDOWS, *though these should be used in addition to the special means during recess and exercise time.*

Because to open windows during cold weather is to admit streams of cold air upon children, when they are most liable to 'catch cold,' as physicians have frequent occasion to observe. When the body is aglow with exercise it can endure and enjoy a

temperature and even a current of air which would chill it when at rest; therefore, fresh air may be introduced with safety through the windows during recess and exercise time, except in very severe weather.

Of all methods of heating, a close stove is most objectionable, because it introduces *no fresh air;* and whenever one is used in a school-room, it should be wholly or partially walled in with metal srceens, inside which a 'cold air box' should open, as in all furnaces.

7th. Lessons should be scrupulously apportioned to the average capacity of the pupils; and in Primary schools the SLATE *should be used* MORE, *and books less, and instruction should be given as much as possible on the principles of 'Object Teaching.'*

If the first part of this maxim be not observed, the majority of the scholars (for whose benefit the school is sustained) will be overtasked.

The advantages of using the slate as advised are very great: the hand and the eye are trained; writing is earlier and more pleasantly learned; little children are agreeably and profitably occupied, when they would otherwise be idle, unhappy, and troublesome.

Of 'Object Teaching' we have only space to say that the principle which underlies it is, that the teacher should avail himself of the natural preponderance of the powers of perception and observation in childhood, should go from the known to the unknown, from the concrete to the abstract, and should neglect no opportunity to illustrate each lesson from *familiar* sources.

[Signed] F. WINSOR,
J. D. MANSFIELD,
Special Committee Middlesex East Dist. Med. Soc.

—*Massachusetts Teacher.*

A NOBLE SENTIMENT.—Daniel Webster penned the following: "If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds—if we imbue them with principles, with the just fear of God and our fellow men, we engrave on those tables something that will brighten through all eternity."

School as it was---Teacher as she Should be.*

It is time; and, as the bell rings to call the children in, you congratulate yourself on the fine appearance and pleasant faces of your scholars, and think, after all, a teacher's life is not the most undesirable.

At roll-call a few are found to be absent, which is always annoying; but the first class being called takes up your attention, and the absent are forgotten.

A good lesson! Who, but the teacher that loves his pupils and thus labors for their advancement, can realize what a world of pleasure is afforded by such an announcement? Good lessons are to the teacher, what good dinners are to the hungry; and nothing can so completely satisfy the teacher as to be able to say, at the close of the day,—I have had GOOD lessons from my pupils. On such days four o'clock comes at half-past three, the faces of your friends on the street have grown handsome since morning, and you are sure, from the lightness of your feet, you can wear a much smaller shoe, and your heart goes forth to meet all the dear children under your charge,—almost wishing they all belong to you, that you might see them the first thing in the morning, and tuck them 'up' snugly in bed the last thing at night.

Another class is called. You are deeply engaged in their recitation, when, listen! The patter of little bare feet is heard in the hall, and in a moment more the owner of them, a little fellow about six years, ushers himself inside your school-room;—face unwashed, hair in a disordered state, and pants hung on by one suspender. Dirty little thing, you think, coming in at this time and disturbing my class!

The boy takes his jack-knife (old thing with broken blade) instead of his book, and from his other pocket produces a piece of shingle, at which he goes with his old knife as though he meant to *make a muss at least.*

The class takes up your attention for the next half-hour, at the expiration of which you have occasion to step over to the other side of the room, when behold! that little insignificancy has whittled all over the floor under his desk, and from under him you pro-

*Read by Miss L. A. Lyon, at Rome, Bradford County, Pennsylvania, June 8th, 1865. Republished from the Pennsylvania School Journal.

duce two arrows. "Now, that's well done! Why do n't you study!" (with a pull at the uncombed hair) "Oh please do n't! I haint got any book." You bethink yourself. That boy told me the same story two weeks ago, and, through the multiplicity of cares, I forgot my promise of finding him one. Forgot! Your pupil had to account for every idle moment. Forgot! That boy's mother earned every crumb of bread for herself and little ones by washing other people's clothes, while her own little darlings (for poor people have them) had to be neglected. Did you forget the white ribbon and pink flowers for your hair, the other evening. Ah, no! for with these you hoped to please the fancy of some trifling acquaintance.

"But"—you reason—"who is to blame for the want of a book? Am I to furnish my pupils with books? Yes. This boy, at least. Do without your pocket full of delicacies for a week, and buy the little fellow a book with the money,—I'll do it." The book is purchased. Bubby, encouraged to keep his face, hair and clothes in better order, is praised with the other scholars, and — and, so the foundation is reached. He comes to school at a reasonable hour, gets his lessons, keeps his seat as clean as any boy, and his mother —God bless her! who is washing just across the street, makes it convenient to run over to tell you how thankful she is for your kindness—how she had labored to save a little ahead to buy a book for her little one, but the rent was to be paid, and little Mary at home had been sick, and the baby awfully troublesome; so she must have medicine, wood, and lights, and often she could n't go out to wash for two or three days. Of course it was all a mistake. Ah! reflects the teacher, if I had *tried* to remember, that little fellow might have been spared many a cross word, and I the thought of having neglected my duty. It was a little mistake; but how many such are yet unrectified in our schools,—and 'many a little makes a mickle,' as poor Richard says.

"Scholars, study your lessons over six times, and you may go home." Two minutes expire, and all the scholars hold up their hands. "Have you studied it six times?" "Yes, ma'an." How many of that number tell you the truth? Not all. Teacher, that lie is on your head, and you will have it to answer for.

"May Jim and me go out? we'd rather go now than at recess." "Yes, but you sha' n't go one inch at recess." Recess comes, and

with it one of our lady friends to just consult with you a little. Those boys you said must stay in are always the most troublesome in school,—so you let them go with the others, to secure a few moments' uninterrupted conversation with your friend. How significantly they look at each other! They have tried that game before, and consequently have learned that they can have two recesses, and that their teacher—do n't start—is a liar. What a revelation!

It is not a *labor* to instruct those little minds that jump to meet every suggestion, but a mere pastime, a pleasure as complete as can well be conceived;—but to eradicate the wrong impressions, and to encourage and interest the less active minds, is as arduous as the stoutest mind can well accomplish. To do this, we must first reach the heart, then inspire confidence, and endeavor to implant right motives—go to the very root and establish sound principle.

Outward goodness is a mere shell—the shadow of a shade! There must be something within, or it has no substance. We must *deny* ourselves, and in this way prove ourselves worthy of the task we have undertaken. If we profess love and interest for our pupils, let us show it in such a way that they may know and be benefited by it. And if we instill such a principle of love and goodness, it will not fail in the hour of temptation. As, in the oriental tale by Lord Bacon, where a cat was changed to a lady, and behaved very lady-like till a mouse ran through the room, when she sprang down on her hands and chased it,—so with children; if their goodness is only an outward show, when temptation comes, they will down and follow. Give them right motives, sound principles, and they will be firm. In after life, the waves of affliction may howl around them, but they will stand serene amid the tempest.

Henry Clay was distinguished for his politeness. Being once in the presence of a young lady and being greatly fatigued with the labors of the day, he asked for her definition of true politeness. "Perfect ease," she replied. "I have the honor to agree with you," said he, "and with your permission will take leave to assume the correctness of this position," at the same time spreading himself out upon a sofa near her.

A Lesson on Home Education.

"What do you mean by such carelessness?" said John Doring to his son William, a young lad of twelve years. "Take that!" he added, striking the boy a heavy blow upon the side of the head; "and that, and that!" repeating the blows as he spoke, the last of which knocked the boy over a plow that was standing by his side. "Get up now and go into the house and see if you can't keep out of mischief for a while, and stop that crying, or I will give you something to cry for!"

The boy started for the house, struggling to repress his sobs as he went.

"It is astonishing," said Doring, addressing a neighbor named Hanford, who was near in a barn, and of course had heard all that had passed, "how troublesome boys are. Just see those oats now that I have got to pick up for that boy's carelessness," and he pointed to a measure of oats which William had accidently overturned.

"And it was for that trifle that you assaulted your boy and knocked him down?" replied Mr. Hanford, in a sorrowful tone.

Doring looked up from the oats in surprise, and repeated:

"Assaulted my child and knocked him down! Why, what do you mean, neighbor Hanford?"

"Just what I say. Did you not knock the child over the plow?"

"Why—well—no. He kind a stumbled and fell over it," doggedly replied Doring. "Do you go against parental authority? Haven't I a right to punish my own children?"

"Certainly you have, in a proper manner, and in a proper spirit but not otherwise. Do you think that a father has a right to revenge himself on his child?"

"Of course not; but who is talking about revenge?"

"Well, friend Doring, let me ask you another question: for what purpose should a child be punished?"

"Why, to make it better, and do it good, of course," quickly answered Doring.

"For no other?" quietly answered Hanford.

"Well, no, not that I can think of just now," replied Doring, thoughtfully.

"And now, my friend," kindly continued Mr. Hanford, "do you suppose your treatment of your son a few minutes ago did him any

good, or has increased his respect and affection for you? The boy, I venture to say, is utterly unconscious of having done any wrong, and yet you assaulted him suddenly with anger and violence, and gave him a beating which no penitentiary convict can be subject to without having the outrage inquired into by the legislative committee. But let me tell you a long story. You know my son Charles?"

"The one that is preaching in Charlestown?"

"Yes; you have probably noticed that he is lame?"

"I have noticed it, and asked him how it happened, and he told me he got hurt when a boy."

"Yes," responded Mr. Hanford, with emotion, "the dear boy never could be made to say that it was by his father's brutality. But listen," he said, as he saw that Doring was about to speak.

"When Charles was about the age of your son William, he was one of the most active and intelligent boys I had ever seen. I was fond of him, and especially of his physical beauty and progress. But unfortunately I was cursed with an irritable and violent temper, and was in the habit of punishing my children under the influence of passion and vengeance, instead of from the dictates of reason, duty, and enlightened affection.

"One day Charley offended me by some boyish and trifling misdemeanor, and I treated him almost precisely as you treated your son a few moments ago. I struck him violently, and he fell upon a pile of stones at his side, and injured his left side so badly that the result was, he was crippled for life," said Mr. Hanford, in the tones of the deepest sorrow and remorse, and covering his face with his hands.

A period of oppressive silence followed, which was at last broken by Mr. Hanford saying:

"When I saw that my boy did not rise again from the stones on which he had fallen, I seized him by the arm and rudely pulled him to his feet, and was about to strike him again, when something I saw in his face, his look, arrested my arm, and I asked him if he was hurt.

"I am afraid that I am, pa," he mildly answered, clinging to my arm for support.

"Where?" I asked, in great alarm, for notwithstanding my brutality, I fairly idolized the boy.

"Here," he replied, laying his hand upon his hip.

"In silence I took him in my arms and carried him to his bed, from which he never arose the same bright, active, glorious boy that I had so cruelly struck down on that pile of stones. But after many months he came forth a pale, saddened little fellow, hobbling on a crutch!"

Here Mr. Hanford broke down and wept like a child, and the tears also rolled down Doring's cheeks. When he resumed, Mr. Hanford said:

"This is a humiliating narrative, neighbor Doring, and I would not have related it to you had I not supposed that you needed the lesson which it contains. It is impossible for me to give you an adequate notion of the suffering that I have undergone on account of my rashness to my boy. But fortunately it has been overruled to my own good, and that of my family also. The remedy, though terrible, was complete, and no other child of mine has ever been punished by me except when I was in the full possession and exercise of my best faculties, and when my sense of duty has been chastened and softened by reason and affection.

"I devoted myself to poor Charley from the time he left his bed, and we came to understand one another as I think but few fathers and sons ever do. The poor boy never blamed me for blighting so much happiness for him, and I have sometimes tried to think that his life has been made happier on the whole than it would have been had I not been taught my duty through his sacrifice. Still, neighbor Doring, I should be sorry to have you and your son William pass through a similar ordeal."

"I trust that we shall not," emphatically and gravely responded Doring. "I thank you for your story, friend Hanford, and I shall try and profit by it."

And he did profit by it, and we hope that every parent who is capable of striking his child in anger or petulance, that reads this sketch from life, will profit by it.

Montesquieu says: "Education makes the man: that alone is the parent of every virtue; it is the most sacred, the most useful, and, at the same time, the most neglected thing in every country."

The University and Industrial College.

A final settlement of the Agricultural College question was made by the Legislature, on the last day of the session, in the passage of the bill for the re-organization and enlargement of the University of Wisconsin. We have already expressed the opinion that this mode of settlement was probably the best that could be adopted, and it only remains to be said in this connection that, although the law, as it stands approved by the Governor, is not in all particulars identical with the original bill, nor in every respect in which it differs an improvement thereon, yet in all its more important provisions it is exactly the same in accord with the principles approved by the Industrial College Convention.

The law of Congress donating lands for the endowment of a college for the benefit of Agriculture and the Mechanic Arts contemplated a broad and liberal institution, embracing more especially the natural and physical sciences, with their applications to the industrial arts, and yet not excluding language, literature and philosophy, which are also essential to a promotion of the liberal and practical education of the industrial classes in the several pursuits and professions in life. It will be seen by reference to the Legislative enactment conferring the lands upon the State University, that the "College of Arts" thereby created covers the whole ground exactly. It is, in itself, a distinct college, and no less so than if it were planted full fifty miles from any other educational institution; and yet is so planned that it is to derive great benefit from its association with all other colleges of the University. Moreover provision is made in section 2 of said Act for the development of the several courses of instruction embraced in the "College of Arts" into "distinct colleges, each with its own faculty and appropriate title." This is exactly what is wanted. The State needs and eventually will have an Agricultural College, a College of Engineering and Mechanics, a College of Mines, a College of Commerce, a College of Military Science and Tactics, and so on, but the means for their support must accumulate slowly, and hence it is vastly better to begin with the sciences and their applications in a general way, thereby insuring to these several colleges thus begun a safe and healthy growth, than to attempt the impossible work of creating full grown colleges at once.

On the other hand, in the "College of Letters" the literary side of the University is equally well secured and provided for, so that while it loses nothing of what it is or might otherwise become, it will enjoy the full benefit of all that will constitute the College of Arts.

Thus re-organized, enlarged and popularized, what shall prevent the University from rapidly growing in usefulness and in public favor? Wisdom on the part of the Governor in making choice of the best men for Regents, and a suitable friendliness and liberality on the part of the people alone are requisite. It is earnestly hoped that neither of these will be found wanting.

CHAPTER 114—GENERAL.

AN ACT to reorganize and enlarge the university of Wisconsin, and to authorize the county of Dane to issue bonds in aid thereof.

The people of the State of Wisconsin, represented in senate and assembly, do enact as follows:

Section 1. The object of the university of Wisconsin, shall be to provide the means of acquiring a thorough knowledge of the various branches of learning connected with the scientific, industrial and professional pursuits; and to this end, it shall consist of the following colleges, to wit: 1st. The college of arts; 2d. The college of letters; 3d. Such professional and other colleges as from time to time may be added thereto, or connected therewith.

Sec. 2. The college of arts shall embrace courses of instruction in the mathematical, physical and natural sciences, with their application to the industrial arts, such as agriculture, mechanics and engineering, mining and metallurgy, manufactures, architecture, and commerce, in such branches, included in the college of letters, as shall be necessary to a proper fitness of the pupils in the scientific and practical courses for their chosen pursuits, and in military tactics: and as soon as the income of the university will allow, in such order as the wants of the public shall seem to require, the said courses in the sciences and their application to the practical arts, shall be expanded into distinct colleges of the university, each with its own faculty and appropriate title.

Sec. 3. The college of letters shall be coexistant with the col-

lege of arts, and shall embrace a liberal course of instruction in language, literature and philosophy, together with such courses or parts of courses in the college of arts as the authorities of the university shall prescribe.

Sec. 4. The university in all its departments and colleges, shall be open alike to male and female students; and all able-bodied male students of the university, in whatever college, shall receive instruction and discipline in military tactics, the requisite arms for which shall be furnished by the state.

Sec. 5. The government of the university shall vest in a board of regents, to consist of fifteen members, to be appointed by the governor, two from each congressional district in the state, and three from the state at large. At the first appointment, which shall be within sixty days after the passage of this act, five shall be commissioned for one year, five for two years, and five for three years. Thereafter the full term of office shall be three years from the first Monday in February in the year in which they were appointed, unless sooner removed by the governor.

Sec. 6. The said board of regents shall succeed to the custody of the books, records, buildings and all other property of the university; and the present board of regents shall be dissolved immediately upon the organization of the board herein provided for; *provided*, that all the contracts legally made and at that time binding upon the board thus dissolved, shall be assumed and discharged by their successors.

Sec. 7. The regents and their successors in office, shall constitute a body corporate, with the name and style of "the regents of the university of Wisconsin," with the right, as such, of suing and being sued, of contracting and being contracted with, of making and using a common seal, and altering the same at pleasure. They shall have power, and it shall be their duty, to enact laws for the government of the university, in all its branches; to elect a president of the university, and the requisite number of professors, instructors, officers and employees, and to fix their salaries, also the term of office of each, and to determine the moral and educational qualifications of applicants for admission to the various courses of instruction: provided, that no instruction, either sectarian in religion, or partisan in politics, shall ever be allowed in any department of the university, and no sectarian or partisan test shall ever

be allowed or exercised in the appointment of regents, or the election of professors, teachers or other officers of the university, or in the admission of students thereto, or for any purpose whatever.

Sec. 8. For the time being, an admission fee and rates of tuition, such as the board of regents shall deem expedient, may be required of each pupil, except as hereinafter provided; and as soon as the income of the university will permit, admission and tuition shall be free to all residents of the state; and it shall be the duty of the regents, according to population, to so apportion the representation of students, that all portions of the state shall enjoy equal privileges therein.

Sec. 9. One suitably qualified pupil from each assembly district, to be nominated by the representative of such district in the legislature of the state, who, other things being equal, shall prefer an orphan of a soldier who has died in defense of his country, shall be at once and always entitled to free tuition in all the colleges of the university.

Sec. 10. The president of the university shall be president of the several faculties and the executive head of the institution, in all its departments. As such, he shall have authority, subject to the board of regents, to give general direction to the practical affairs and scientific investigations of the several colleges, and in the recess of the board of regents, to remove any employee or subordinate officer, not a member of the faculty, and to supply, for the time, any vacancies thus created; and so long as the interests of the institution require it, he shall be charged with the duties of one of the professorships. The secretary of state shall be secretary of the board of regents, and shall keep a faithful record of all the transactions of the board of regents, and perform such duties as they shall impose. The state treasurer shall be the treasurer of the board of regents, and perform all the duties of such office.

Sec. 11. The immediate government of the several colleges shall be intrusted to their respective faculties; but the regents shall have power to regulate the courses of instruction, and prescribe the authorities to be used in the several courses, and also to confer such degrees and grant such diplomas as are usual in universities, or as they shall deem appropriate.

Sec. 12. At the close of each fiscal year, the regents, through their president, shall make a report in detail to the governor, ex-

hibiting the progress, condition and wants of each of the colleges embraced in the university, the course of study in each, the number of professors and students, the amount of receipts and disbursements, together with the nature, cost and results of all important investigations and experiments, and such other information as they may deem important; one copy of which shall be transmitted, free, by the secretary of state to all colleges endowed under the provisions of the congressional act of July 2d, 1862, herein before referred to, and also one copy to the secretary of the interior, as provided in said act.

Sec. 13. For the endowment and support of the university, there are hereby appropriated: 1st. The income of the university fund. 2d. The income of a fund to be derived from the sale of the two hundred and forty thousand acres of land granted by congress to the state of Wisconsin, by virtue of an act approved July 2d, 1862, entitled "an act donating land to the several states and territories which may provide colleges for the benefit of agriculture and the mechanic arts," which fund shall be designated as the agricultural college fund. 3d. All such contributions to the endowment fund, as may be derived from public or private bounty. The entire income of all said funds, shall be placed at the disposal of the board of regents, for the support of the aforesaid colleges of arts, of letters, and of such colleges as shall be established in the university, as provided in section two of this act: *provided*, that all means derivable from other public or from private bounty, shall be exclusively devoted to the specific object for which they shall have been designated by the grantor.

Sec. 14. Meetings of the board may be called in such manner as the regents shall determine, a majority of whom shall constitute a quorum for the transaction of business, but a less number may adjourn from time to time. No member of the board shall receive compensation for his services as such member, but each member shall be entitled to re-imbursement, on the audit of the board, for his traveling expenses while employed on the business of the board.

Sec. 15. The first meeting of the regents, the appointment of which is herein provided for, shall be held in the university edifice, on the last Wednesday of June, 1866, at which time the regents when so convened, shall elect one of their number president of the board. The time for the annual election of president of the board

of regents, as also the regular annual meeting, and such other meetings as may be required, shall be determined in the by-laws of the board. Immediately upon the organization of the board, it shall be their duty to make arrangements for securing, without expense to the state, or to the funds of the university, suitable lands, in the immediate vicinity of the university, not less than two hundred acres, including the university grounds, for an experimental farm, and as early as possible thereafter, to make such improvements thereon as will render it available for experimental and instructional purposes, in connection with the agricultural course in the college of arts.

Sec. 16. To enable the board of regents to purchase lands in the vicinity of the university for an experimental farm, and to improve the same, the board of supervisors of Dane county are hereby authorized and empowered to issue the bonds of said county, bearing interest at the rate of seven per cent. per annum, interest payable annually, for the amount of forty thousand dollars, such bonds to be payable on or before the first day of January, A. D. 1886 at such place as may be determined by said board of supervisors. The bonds so issued shall be delivered to the board of regents of the university, who shall faithfully apply the same, or the proceeds thereof, together with all contributions made for this specific purpose, to the purchase and improvement of the lands for such experimental farm. But if the said county of Dane, by its proper officers, shall not make provision for the issue and delivery of said bonds as aforesaid within thirty days after the passage of this act, and if in such a case the citizens of said county shall fail within twenty days after the expiration of said first mentioned period of thirty days, to furnish guarantees satisfactory to the secretary of state, placed at the disposal of the regents of the university at the first meeting of the board, then this act shall be null and void.

Sec. 17. So much and such parts of chapter twenty-one of the revised statutes, and of any and all such acts as contravene the provisions of this act, are hereby repealed.

Sec. 18. This act shall take effect and be in force from and after its passage.

Approved April 12, 1866.—*Wisconsin Farmer.*

Editorial Miscellany.

Prizes in Schools.

The question, "Are prizes in a school beneficial," has been for a long time discussed and no satisfactory conclusion has, as yet, been attained. We believe in prizes and always did. We believe in "rewards and punishments" in a physical and spiritual sense; why not in a mental? For keeping the laws of health we are rewarded; for violating them we are punished; likewise with the laws of God. "It is as natural for man to sin as it is for sparks to fly upward." The hope of reward incite many to noble deeds. The fear of punishment keeps many from wrong doing. Children particularly are incited to good deeds by a hope of some encouraging word or some trifling present. We know from experience that prizes are a benefit in Common Schools. We expended $1 50 last term for a box of "Atwater's School Government," and promised a prize to the scholar who should obtain the largest number of merits; twenty pupils at least tried for the prize; and many more, even when there was no hope of obtaining the prize, strove to obtain as many merit cards as possible, these cards being a very nice present in themselves for smaller pupils. Nearly all of the leading colleges have adopted a system of prizes. Dartmouth college has recently done so. The old fogies that have combatted the plan so long, on the ground that a few being left behind become discouraged and cease all effort to excel, are dead or about to die. We expect to see the day when prizes will be introduced in every school in the land. To those who doubt the expediency of introducing prizes we would say—try it thoroughly; if you are satisfied that it is advantageous, then persuade the school board to appropriate money for that purpose. Most teachers fail in government; it is the most difficult part of the teacher's work. Introduce prizes and you will find the labor of governing materially lessened.

The Least Common Multiple.

The method of finding the least common multiple used in most Arithmetics is difficult to explain to the satisfaction of most scholars. The process until understood seems very complex. We have seen somewhere a method which we prefer as being much more simple. It is simply to take the largest number given and multiply it by any prime factor found in the other numbers which is not common to this. Take the numbers 4, 16, 24, and 60; 60 contains the prime factors of 4; the prime factors of 16 are 2 taken four times; 2 is found in 60 only twice, hence you must multiply 60 by 2 as a factor twice which makes 240; 240 contains the prime factors of 24 and is the number required. After having used this method a few times a scholar will see at a glance what the larger number must be multiplied by to produce a common multiple.

Mr. J. Austin, Superintendent of Schools, Waushara County, Wisconsin, informs us by letter, that he has just closed what is known as the Waushara Normal Institute. He says: we have had a term of eight weeks with seventy teachers, and would-be-teachers, assembled for instruction, preparatory to teaching. These Institutes, held twice each year, in the absence of any other school of high grade, are becoming quite an important feature in the education of Waushara teachers.

He further says: I have examined 117 applicants for certificates and have granted 79.

Methodist Seminary.—The West Wisconsin Conference of the M. E. Church at its last session appointed a committee of five preachers, viz: Revs. Dinsdale, Tasker, Palmer, Lawson and Aspinwall; also five laymen, James Spensley, of Mineral Point; W. O. Thomas, of Montfort; J. Bennett, of Dodgeville; B. F. Chase, of Platteville; and Dr. Abell, of Darlington, to locate a Conference Seminary. The committee had their first meeting at Darling-

ton, May 2d. The following resolutions were adopted unanimously by the committee:

Whereas, various inquiries have been propounded to us in reference to the character of the institution we are appointed to locate, and the aid the West Wisconsin conference proposes to give it, therefore

Resolved, That as a committee it is our understanding that the design is to make it a *first class* and *permanent* Seminary, the grade to be advanced as necessity may require, and to give it the hearty support and patronage of the conference.

Whereas, we find that the various localities represented before us as desirous of having the proposed Centenary Conference Seminary located with them are not fully prepared now to submit pecuniary propositions, therefore

Resolved, That this committee will meet on Tuesday, the 12th day of next June, at 2 o'clock p. m., at the M. E. Church, in Mineral Point, to decide on its location. Propositions in the meantime to be received, and also on the day fixed for locating it.

J. C. ASPINWALL, Ch'n.
J. LAWSON, Sec'y.

Logical Paradox.—Epimenides said "*All* Cretans are *liars*."

Now Epimenides was himself a Cretan, therefore Epimenides was a *liar*.

But, if he was a *liar*, then the Cretans were not liars.

Now, if the Cretans were not liars Epimenides was not a liar.

But if he was *not* a liar, the Cretans were liars.

Reform.—As the world was made so it must be subdued, not by matter clawing at matter, but by the calm dominion of spirit over matter. Until intellect percolates the soil, the soil will not yield its hidden hoards. We shall have effort, struggle, wear and weariness, but no victory. It is the strife of clod with clod.—*Gail Hamilton.*

Something Good.—The following anecdote is told of Daniel O'Connell: Meeting a prolific pamphleteer, whose productions generally found their way to the butterman, he said, "I saw something very good in your pamphlet this morning." "Ah!" replied the gratified writer, "what was it?" "A pound of butter," was the reply.

General Intelligence.

LANCASTER, GRANT CO.—A new school building is to be erected at Lancaster. It is to cost $12,000.

DODGEVILLE.—A select school will be taught in Dodgeville during the Summer vacation, by J. T. Pryor, and Miss Emma MacDonald, commencing June 4th.

NORMAL SCHOOLS.—Four Normal Schools have been located, one at each of the following places: Whitewater, Platteville, Stoughton, and Oshkosh.

DARTMOUTH COLLEGE.—Commencement occurs July 19th. The graduating class numbers forty-two. Prize speaking is Monday evening, July 16th. Edwin N. Kirk of Boston addresses the Theological Society. Rev. Edward A. Park of Andover—the Phi Beta Kappa Society; Hon. Thomas Russell of Boston delivers the oration and Rev. Elijah Kellogg of Boston, the poem before the United Literary Societies.

ROBERT E. LEE, late of the Confederate army, is President of Washington College, at Lexington, Virginia. This Institute was founded in 1778, and endowed by General Washington. The College of William and Mary, and the University of Virginia, are soon to resume operations.

UPPER CANADA.—The number of children of school age, 1864, is 424,000. Of these 333,000 were in the public schools. The amount of money expended for schools was $1,440,006. School libraries have been established over all the province.

SCHOOL AGE.—In Pennsylvania children are not admitted to the public schools, under six years of age.

VSSAR FEMALE COLLEGE, at Poughkeepsie is now in full operation, with a President, Dr. Robert H. Raymond, nine professors, with several assistants, and nearly 400 pupils. The course of study is thorough, and after the most approved plan. The building is 500 feet front, with a depth of 171 feet in centre, and 165 in the wings. The chapel will seat 500. There are rooms for 400 pupils,

art gallery, professors' rooms, chapel, etc. A gymnasium is in process of erection.

THE PUBLIC SCHOOLS in the United States number about 60,000, of which more than one-sixth are in the State of New York.

THE HOMESTEAD OF HENRY CLAY was sold the 12th of January ultimo, to the Regents of the University of Kentucky for $90,000. The farm consists of 325 acres, and is to be used for the State agricultural college.

CONNECTICUT.—The *Journal* for January prints the act of the legislature, creating a state board of education. The board consists of the governor and lieutenant governor, and four other persons appointed by the general assembly (legislature), one from each congressional district, to hold office for four years, one member retiring each year, and another elected in his stead. This board have entire control of the schools of the state, manage the normal school, direct what text books shall be used, etc., report annually, appoint a secretary, who performs the duties formerly devolving upon the state superintendent.

The board have recommended a uniformity of books in each town, and that a copy of Webster's last Revised Dictionary be placed in every school. Governor Buckingham is president, and Prof. D. C. Gilman of Yale College secretary.—*N. Y. Teacher.*

JOHN RUSKIN has a new work in press entitled "The Ethics of Dust: Ten Lectures to Little Housewives, on the Elements of Crystallization."

NEVADA.—The first Annual Report of the Superintendent of Public Instruction, Rev. A. F. White, gives the total number of white children between six and eighteen years of age, at two thousand six hundred and one. Number under twenty-one born in Nevada, nine hundred and forty-eight. Total receipts from all sources, $65,277. Average monthly wages paid for male teachers, $89,66; for female teachers, $85,20. The school fund exceeds that of last year by $3,293. The number of pupils attending school this year is seven hundred and sixteen greater than last year.

OHIO.—Number of schools in the State, 11,742. Average num-

ber of weeks in session, in cities and towns, 25,78. Total number of teachers employed, 29,328. Number of youth between 5 and 21 years of age, 944,852; number of pupils enrolled in the schools, 702,552. Average number in daily attendance, 391,547.

BOOK NOTICES, &C.

MITCHELL'S NEW SCHOOL GEOGRAPHY.—Physical, Political and Descriptive. Published by E. H. Butler, & Co., Philadelphia.

This Geography is accompanied by a new Atlas of forty-four Copper-plate Maps and illustrated by two hundred engravings. This is the fourth book of Mitchell's Series of Geographies and is designed for schools of a higher grade. In this treatise Physical and Political Geography are combined and wrought into one consistent and harmonious whole. In the presentation of topics order is preserved. The book is valuable for the large number and excellency of its engravings, for the definitions of geographical names, and for the convenience and accuracy of its maps, which contain railroad routes, counties, principal towns and rivers.

LESSONS IN ELOCUTION.—By Allen A. Griffith, Principal of Batavia Institute. Published by Adams, Blackmer, and Lyon, Chicago, Illinois.

The name of the popular author of this text-book is a sufficient guaranty of the excellency of the work. Mr. Griffith is well known in this State; as an elocutionist he has few equals. This book reflects great credit upon its author. It is strongly recommended by Hon. Jno. G. McMynn, and many other distinguished educators. It is illustrated with diagrams showing proper positions in speaking; it contains rules and directions which enable the learner to pursue the study of elocution without an instructor.

ADAMS' SCHOOL LEDGER.—We have received from Adams, Blackmer, and Lyon, of Chicago, this School Ledger.

It is on the same plan and kept in the same way as the Merchant's Ledger. It is so well arranged that but little time is required to post the accounts of each scholar from the Class Book and Register. One book will last a school for years. Every school should have one and preserve it for reference.

We have also received from the same house an American Slated Wood Copy-Book, adapted to Primary Schools. The Book contains several copies, is an excellent substitute for the noisy slate and if rightly used gives the pupil a correct idea of the formation of characters used in writing.

HARPER'S WEEKLY.—A Journal of Civilization, devoted to Science, Art, and Politics. Published by Harper & Brothers, New York.

This journal is justly the most popular in the country. We know of no paper that has done more to give a healthy tone to public opinion. Whenever it has seen a demand for public reform in any direction, it has labored for it strenuously and incessantly until the work has been accomplished. Not always agreeing with "the powers that be," it has differed honestly, not maliciously, and has given credit for the good deeds and intentions of its political opponents. We prize it particularly as being an excellent pictorial history of the times. It contains each week portraits of our leading generals and civilians with other illustrations, also a brief summary of the news of the week with the editor's remarks and criticisms and several good stories.

MUSIC.—We have received from Root & Cady, of Chicago, the following pieces of music:

Andy Veto; Fireman's Marching Song; At the Golden Gate; Is your Heart still the same to me my Darling; Engaged; Out West; Instrumental—Fairy Footsteps; Gems from Crispino E La Comara; Luna Polka; Electric Polka; The Battle of Manassas; Souvenir de L'Africaine; Grand Instrumental Medley; Daylight; Water in the Moonlight.

The following we have received from H. M. Higgins, Chicago: Will you love me then Darling; I will love you then as now; We are waiting for his coming; All Hail to Our Triumph; Merrily Rolls the Mill Stream; The Gloamin' Fa's Eerie; Instrumental—Will you love me then Darling; Randolph Street March.

OUR SONG BIRDS.—A Musical Quarterly for Children and Youth. Published by Root & Cady, Chicago.

The January and April numbers are already issued and contain a choice collection of juvenile music for day and sunday schools. Eighteen cents will procure a sample copy from the publishers.

EVERY SATURDAY.—This Weekly is, in our opinion, precisely what it claims to be,—a journal of CHOICE reading selected from current literature.

Each number being complete in itself, it is just the thing for travelers; and each number is of such sterling merit that it is just the thing for those who stay at home. Whoever wishes the freshest and choicest foreign periodical literature, must get "Every Saturday." It is published by Ticknor & Fields, Boston.

Publisher's Department.

We feel very much encouraged in the work we have undertaken by the letters which we have received from superintendents and teachers which contain substantial proof of their interest in an educational journal. Through the superintendents we expect the JOURNAL to be advertised among the teachers. We hope they will not forget its interests. We would particularly thank, this month, superintendents Austin and Harris of Waushara and Wood Counties for the new lists of subscribers sent by them.

Publishers of school books and periodicals, dealers in school furniture and musical instruments will find the JOURNAL the best advertising medium in the State. Attention is called to several new advertisements which appear in this number.

Wisconsin Journal of Education.

TERMS: $1:25 per year, in advance; or, five copies for $5.

SPECIAL OFFER: By an arrangement with the publishers, we will furnish the *Atlantic Monthly*, *Harper's Monthly*, or *Harper's Weekly*, and the JOURNAL, for $4, which is the subscription price of each of the three periodicals above named. We will also furnish *Our Young Folks* and the JOURNAL, for $2:25; *North American Review* and the JOURNAL, for $6; *Every Saturday* and the JOURNAL, for $4:50.

TERMS OF ADVERTISING: The annexed table shows the terms of advertising in the JOURNAL OF EDUCATION. ☞ Payments expected quarterly. Time and space to be occupied should be stated by advertisers. Any material change of standing matter will be charged for at the rate of $2 per page. No advertisement counted less than one-fourth of a page.

	1 mo.	3 mos.	6 mos.	1 year.
1 Page	$10 00	$25 00	$45 00	$75 00
½ Page	6 00	15 00	25 00	45 00
⅓ Page	4 00	10 00	16 00	30 00
¼ Page	3 00	8 00	13 00	25 00

ATWATER'S

SCHOOL GOVERNMENT.

EVERY TEACHER SHOULD HAVE IT

It is economical and effective.

It keeps a complete record of Deportment and Lessons; also Punctual Attendance, reporting the same to parents each evening.

It reaches and encourages every pupil.

It tends to interest parents and pupils in the school.

It saves much time and hard labor.

It is every way superior to the marking system.

Thousands of teachers declare its value.

Edition for 1866 consists of Punctual, Lesson and Deportment Merits for daily use; Tickets of Fifteen Merits to redeem them with, and of Sixties to redeem the Fifteens with.

A set of this Government, containing six hundred Single Merits, two hundred Fifteen Merits, and one hundred Sixty Merits, will be sent by mail on receipt of $1.50.

TWENTY SCHOOL-ROOM MOTTOES.

The following mottoes are each printed in large letters on a separate sheet of the best China card board, designed to hang on school-room walls. Complete set sent by mail on receipt of $1.00.

DO ONE THING AT A TIME, AND THAT WELL.
NOT HOW MUCH, BUT HOW WELL.
STUDY AND THINK.
NO IDLERS HERE.
ALWAYS READY.
PERSEVERANCE CONQUERS ALL THINGS.
I CAN—AND WILL.
IDLENESS IS A CRIME.
THOU GOD SEEST ME.
HONEST LOSS IS BETTER THAN BASE GAIN.
WHATEVER IS WORTH DOING, IS WORTH DOING WELL.
WE LOVE EACH OTHER.
ALWAYS GOOD—ALWAYS HAPPY.
I CAN'T, MUST FAIL.
DO YOU KNOW IT, OR ONLY THINK YOU KNOW IT?
I'LL TRY, WILL SUCCEED.
WHEN A WEARY TASK YOU FIND IT,
PERSEVERE AND NEVER MIND IT.
HARD LESSONS REQUIRE HARD STUDY.
ALWAYS UP TO TIME.
LITTLES MAKE UP THE SUM OF ALL GOOD.

All orders should be addressed to

JOHN ATWATER,
Box 2083, Chicago, Ill.

WISCONSIN

JOURNAL OF EDUCATION.

VOLUME X. JULY, 1866. NUMBER 5.

Truancy.

Extracted from the last annual report of J. L. PICKARD, *Superintendent of Public Schools of Chicago, Illinois.*

Of all the sources of irregularity of attendance, that of truancy is the most prolific of evil, and I have made its cause and its cure a special study.

Each individual case has, without doubt, a cause peculiar to itself, and yet all may be classed under one or both of two general heads—

1. *Failure to make school attractive;*
2. *Impatience of restraint, and love of bad company.*

While the number of natural truants is comparatively small, the number that may be easily educated into truancy is very large. This educating process almost invariably begins at home, but it may be stimulated and perfected at school. Parental mismanagement does not immediately concern us in this discussion, but the fact that the school may, on the one hand, fall into the support of parental negligence, or, on the other hand, counteract it, does concern us. In speaking of the school, I use the term in its broadest sense, to include school grounds, school houses and their appurtenances, school furniture and apparatus, as well as school teachers. Unsightly buildings in unpleasant localities, uncomfortable seats and desks, and dingy walls, will, in spite of the best efforts of the very best teachers, make many a child sigh for the fields, or even

the streets, where some pure air may be found, and where the eye may be delighted with an occasional form of beauty, and the limbs may be free from the unnatural positions into which they are too often forced in the school room. What wonder if such surroundings should tempt to an occasional truancy! What wonder if, under such circumstances, teachers should relax their efforts and grow disheartened! What wonder if the best home training, united with the faithful watch of the teacher, should fail to arrest the tendency to truancy engendered in the miscalled school room!

Whether or not this city is chargeable with any of its truancy, and if so, to what extent, recurrence to what I have said under the head of *School Accommodations* will determine.

A careful investigation will show that a very large proportion of cases of truancy have their origin in the second general cause specified.

Children unrestrained at home, and left at liberty to roam the streets and choose their own company, will seldom receive kindly the restraints of a well-governed school. The discipline of the school is irksome. Obedience is a word unknown to them, and to its healthful influences they are entire strangers. The teachers' labors are entirely thwarted by the lack of parental co-operation. The six hours work of the teacher is undone by the six hours' work of street companions, and he starts each morning at the point from which he has set out every previous morning. He has gained no power over the child, sufficient to hold him against the allurements of some excursion upon a pleasant day, or the great attractions of a circus or other traveling show. The child's thoughts are so constantly upon his exciting plays, that all love of study is crowded out, and the healthful incentive of a love of books is entirely lacking. What I have said of an entire lack of government at home, will apply with equal force to improper restraints. Some roam the streets, and seek the haunts of vice, because they are encouraged so to do by their parents, or at best are left to do as they please, while others are driven into the streets by cruel treatment at home. Some parents, in their great anxiety to keep their children free from the contaminating influences of the street, by their severity drive them into the very course they would have them shun. Others deny their children pleasures which are sinful, but forget that they must have some pleasures, and neglect to furnish

them with such as are not hurtful. This neglect often proves their ruin. I have alluded to these kinds of improper discipline, not so much for the purpose of calling attention to them, as with the design of making these facts bear upon the discussion of the cause of truancy, to which I shall presently come. In this connection, I must not fail to allude to the many truants who have no home they may call their own, orphans or half orphans, who are dependent upon the charity of those who cannot feel in them any special interest, nor to those whose parents are absent from their homes from early morning till late at night, while engaged in their daily labor. Many a poor child is thus left without any one to care for his preparation for school, or to welcome him home after a hard day's study. He must be alone at home, or he must seek companions in the street. It is little to be wondered at, that he is often late at school or that he is frequently absent. During the past year, cases of this kind have come very often to my knowledge. The mother, away at work during the whole day, cannot see that her child goes to school at the proper time. The necessities of many a poor mother, thus make the truancy of her child possible, and, in a city of this size, where so many vicious influences are constantly surrounding him, probable. Deeply as she may deplore it, it is not in her power to prevent it. Such a case as this, will enforce one method of cure I have to propose.

The cure of all cases of truancy caused by failure to provide comfortable, attractive accommodations, is patent to all. It needs no illustration. Our public halls and our churches, which are to be used but a small part of each day, or but a small part of one day in each week, have all their appointments suited to the comfort of their occupants, and many are made attractive by adornment or by painting. Money thus expended is considered well invested, even though the large majority of occupants have their habits already fixed and are less liable to be impressed than in their earlier years. Shall we be less careful when we are making preparations for the daily home of children who are susceptible to influence from the things with which they come in constant contact? Money expended upon a proper adornment of our school buildings and school grounds is not lost. I say a proper adornment, for let the idea of extravagance once gain sway, and another passion is excited that will in some measure at least overbalance all the good effects of

adornment. Mere ornament, having no other use than to ornament, fails sadly in its attempts to accomplish anything good. Skill in adornment does not consist so much in covering up defects of form or of dress with outside tinselry, as in fitting the dress to the form, in suiting the color to the complexion, and in selecting material adapted to the circumstances and the occupation of the wearer. The difference observable in two similar structures is not so much a difference in material together. The difference in expense is often in favor of the more beautiful.

Every school house which in itself encourages habits of neatness and economy, and which furnishes daily lessons of carefulness and thrift, will be a very sure preventive of truancy. And yet it will fail to reach all cases, for some are found, the cause of whose truancy is not external but internal.

The measures to be employed with such must be first *peaceable*, then, if need so require, *forcible;* first *persuasive* and then *compulsory*. The teacher should exhaust all his resourses, both persuasive and compulsory, before any other measures are resorted to. He should acquaint himself with all the home influences to which the truant is subjected. He should by personal conference with the parent seek his co-operation. The truant himself should be kindly yet firmly dealt with. He should be made to feel as well as to see the evil consequences of his course. No pains should be spared to save him from the ruin to which his habits lead him. The school room should be made attractive to him; he should find in his teacher his best friend. His good traits should be carefully encouraged, and his bad traits kept in the back ground, but by no means overlooked or forgotten. Faithful sowing and tilling, and patient waiting for the harvest will be repaid. Truants are by no means naturally the worst or most worthless of boys; they are worth saving, and they will often repay the most vigorous exertions in their behalf. "Line upon line," "precept upon precept," "here a little and there a little," is the rule of the successful teacher. This rule is not one which I have any occasion to lay down before the teachers of Chicago, for I have seen it faithfully followed by very many during the year I have spent with them; and it is but justice to say that the course I have marked out for the successful teacher, is the one pursued by a majority of those under your charge.

Earnest and faithful as the teacher may be, he will yet fail to

reach many cases of truancy. The parents' absence from home at the most important part of the day, and the consequent failure of the teacher to secure their co-operation during school hours; the unwillingness of other parents to take any interest in the punctual attendance of their child; and the utter refusal of others, who encourage truancy in their children, to aid the teacher in his work, —enforce the necessity of some other agency than those established by the Board of Education, and faithfully executed by willing teachers.

To meet this necessity the legislative power of the State has, in many instances, been invoked, and the organization of a Truant Police has resulted. I have conversed with many school officers and teachers as to the practical workings of the system, and find their testimony uniformly favorable. "The very best results have attended the work of Truant Officers," say all who have the best means of judging.—*American Educational Monthly.*

About Country Schools.

"These country schools are little hells upon earth," we heard a gentleman from one of the neighboring districts remark, the other day. We are inclined to think the gentleman's condemnation rather sweeping and severe, yet it is vain to deny that these public institutions, which should be our pride and boast, and the nurseries of our country's greatness, are far from being what they should be, and that in almost every rural school district, petty jealousies, bickerings, and "*flare-ups*" are the order of the day.

Now, whose fault is this? Ninety-nine persons out of a hundred will reply, "The Teacher's," and upon the already burdened shoulders of that well-meaning, hard-working class they throw the entire blame. We affirm that it is usually the parents who are in the wrong—we mean those parents (and they are greatly in the majority,) who listen to the complaints of their children, and who pass judgment without hearing the other side. So long as children see the avidity with which their parents seize upon every idle report against the school and teacher, idle, and even *false* reports will not be wanting. Children are gifted with astonishingly vivid imagin-

ations; their reports are *always* exaggerated, and generally unreliable. These visionary young brains readily transform a mole-hill into a mountain—a spark carried home from the school-room, and there diligently fanned into a flame, often spreads conflagration through a whole neighborhood. A mild reproof from the teacher is magnified into an insult too grievous to be borne; a slight chastisement becomes a murderous assault; the least coercion an act of intolerable tyranny; and the respectable lady or gentleman who has charge of the school, becomes suddenly transformed into a merciless despot.

There seems to be a kind of glamour before the eyes of many parents in regard to their offspring. Other people's children may be idle, rebellious and untruthful, but not theirs; other folks' children may be punished, and serves them right, but their's surely can never deserve the least correction. These parents seem to think their own boys and girls beings of a perfectly unique and wonderful species, and the teacher's great sin is, that he cannot or will not show partiality, and take those children at the valuation placed upon them by their doting, love-blinded "ma" and "pa."

We speak of parents and children in the aggregate. There are parents just, reasonable and considerate; there are children gentle, truthful, studious and obedient. We read of perfect children, but who of us has ever seen one, or wishes to? Doubtless such a child occasionally appears on earth to show us what our world might be if inhabited by the cherubim and seraphim, but being usually afflicted with an inherent weakness of the spine, and an abnormal desire

> "——— to be an angel,
> And with the angels stand,"

the sweet innocent is sure to be early taken home to Heaven, where it rightfully belongs. The actual child of our everyday life is no seraphic being. Good predominates in his nature, but the "Old Adam" is still there. However exalted his virtues, his distinguishing characteristic is sure to be an innate hatred of books, and love of "fun." Gather two or three score of these restless, excitable young beings in a school-room, and their exuberant spirits must be kept in check by strict discipline. If the child rebels against this, and finds allies at home in his parents, woe to him and to the school.

Parents knowing that discipline must be maintained in school,

should seek to have the children respect the teacher, and acknowledge his authority. It is a cardinal principle of military discipline, that no officer shall be reproved in the presence of his superiors, as, in the language of the article of war, "It tends to weaken their authority." Whatever then may be the parent's private opinion of the teacher, so long as their children attend the school, they should never speak disrespectfully of him (or her) in presence of these children. Parents should be the allies, not the enemies of the teacher. Both having in view the child's welfare, should work together in harmony.

By paying frequent visits to the school, parents may inform themselves of its true condition and management, and if things are going wrong, they will be justified in complaining to the "powers that be," and having the wrong righted. That teachers are fallible like the rest of us, and often do wrong, we do not pretend to deny.

We do not believe in corporal punishment, and it is our opinion that if directors did their duty, it would never be necessary to resort to this relic of barbarism. But if, as is usually the case, they leave the whole control in the teacher's hands, he is compelled to use extreme measures to secure anything like order or obedience. Many pupils can be kept in subjection only by fear, and we are informed by teachers of experience and ability, they find those who fear no earthly punishment but the rod. Yet school children always have a kind of exaggerated awe of directors and committee men, and there are few so lost to shame and honor as not to dread public reprimand or expulsion. This being the case, the directors should co-operate with the teacher in the proper government of the school. They must expect to visit it often, and to be occasionally called upon to quell rebellion and to enforce discipline. If they are not willing to be "bothered," or have not time to attend properly to the duties of the office, let them not accept it.

People in general think it the easiest thing in the world to teach school, and, when finding fault with the teacher, usually wind up with wishing *they* could only be in his place a little while, just to show you how things ought to be done! A vast deal of pretty nonsense has been written upon the subject:

> "Delightful task to rear the tender thought,
> To teach the young idea how to shoot!"

exclaims some poetical enthusiast, who never taught a day in his life. "To the teacher's charge is entrusted each childish soul—a pure, white tablet, upon which he is to write for weal or woe.—Happy, honored teacher to whom is committed the fond, yet fearful task, of moulding destiny," &c. All very fine, if children were angels, parents *ditto*, and we were living in the millenium. Taking the world as it is, we must look upon teaching as the most arduous, thankless, and ill-paid of earthly callings. In the vast array of teachers up and down our land, we see but a great army of martyrs, persecuted, maligned—their truest efforts unappreciated, and their good deeds evil spoken of. But change is the order of all earthly things. The world moves, and men move with it, and there is "a good time coming by and by." Sooner or later the day will dawn, when the teachers' calling will be invested with its true dignity, and receive the emolument which is justly its due. Meantime, dear teachers, we exhort you to possess your souls in patience, for of patience you surely have the sorest need.—*Grant County Witness.*

Pedagogical Law.

1. *The Schoolmaster and the King.*—In school, where the mind is first placed under care to be fitted for the grand purposes of life, the child should be taught to consider his instructor, in many respects, superior to the parent in point of authority. The infant mind early apprehends and distinguishes with a surprising sagacity and is always more influenced by example than precept. When a parent, therefore, enters the school, and by respectful deportment acknowledges the teacher's authority, the pupil's obedience and love for the master are strengthened; and the principle of subordination is naturally engrafted in the child, and in the most agreeable and effectual manner possible—that is, by the influence of example. It is by this happy conspiracy between the teacher and parent, that a new power—a genial influence over the infant mind—is acquired, which is of infinite importance to the welfare and happiness of society. To aim a blow at this power would be to strike at the very basis of *magisterial authority*. It was to support

this important element of good government that the learned and judicious schoolmaster said to Charles II., in the plenitude of his power:

"Sire, pull off thy hat in my school; for if my scholars discover that the king is above me in authority here, they will soon cease to respect me." (Morris' Case, 1 *City Hall Rec.*, 55.)

2. *Every man's house is his castle.*—This old maxim of Englis law (5 *Rep.*, 92) is as applicable to the schoolmaster as to any other person who is in the lawful possession of a house. It is true, that the school officers, as such, have certain rights in the school-house; but the law will not allow even them to interfere with the teacher while he keeps strictly within the line of his duty. Having been legally put in possession, he can hold it for the purposes and the time agreed upon; and no parent, not even the governor of the State, nor the President of the United States, has any right to enter it and disturb him in the lawful performance of his duties. If persons do so enter, he should order them out; and if they do not go on being requested to do so, he may use such force as is necessary to eject them. And if he finds that he is unable to put them out himself, he may call on others to assist him; and if no more force than is actually necessary to remove the intruders is employed, the law will justify the teacher's act and the acts of those who assisted him. (Stevens *vs.* Fassett, 27 *Maine*, 266; 1 *City Hall Rec.*, 55; 2 *Met.*, 23; 6 *Barb.*, 608; 8 *T. R.*, 299; 2 *Ro. Abr.*, 548; 2 *Selk.*, 641; 1 *C. & P.*, 6; 8 *T. R.*, 78; *Wharton's Am. Crim. Law*, 1256.)

3. *The vulgar impression that parents have a legal right to dictate to teachers, is entirely erroneous.*—As it would be manifestly improper for the teacher to undertake to dictate to the parents in their own house, so it would be improper for the parents to dictate to him in his, the school-house. Nor does it matter whether the parents own their house, or whether, like the teacher, they only have possession of it for a certain time specified and on certain conditions, and perhaps for certain purposes named in the lease. In either case, the lawful possession is enough. It may be very proper, under certain circumstances, for the teacher to go to the house of the parents for an explanation, or to receive or give advice; and it may be equally proper for parents, under certain circumstances, to go to the school-house for an explanation, or to receive or give advice, pro-

vided that, in both cases, it is done in the right spirit. For it must be borne in mind that the schoolmaster has no right whatever to exercise authority over parents out of the school-house, and that parents, as such, have no right whatever to exercise authority over the master. When the interests of parents and teachers are properly understood, there will be complete harmony and unity of action; but until that happy day comes, it is well enough for all to know that the teacher's position does not require him to please any parent, but *to do his duty*, even though he displease them all. The impression that parents have a right to go to the school and dictate to, or insult the teacher, is entirely contrary to the spirit and letter of the law establishing the common or public schools throughout the country. In private schools, the case is somewhat different; for the parents there, in legal effect, are the employers of the teacher, and consequently his masters; but in the common and public schools they are neither his employer nor his master, and it is entirely out of place for them to attempt to give him orders; for "there is no privity of contract between the parents of pupils to be sent to school and the schoolmaster. The latter is employed and paid by the town, and to them only is he responsible on his contract." (Spear *vs.* Cummings, 23 *Pick.*, 224.)

4. *The statutory law as to disturbing schools.*—In some of the States it is made a *criminal* offence to willfully interrupt or disturb any public, private, or select school. (28 *Conn.* 232.) The New York statue says, "No person shall willfully disturb, *or disquiet*, any assemblage of persons met at any school district for the purpose of receiving instruction in any of the branches of education usually taught in the common-schools of this State, or in the science of music." (*Session Laws of* 1845, ch. 228.) This statute seems to apply equally to day or evening, and public or private schools. The penalty for its violation is not to exceed twenty-five dollars for each offence, and there is no clause in it favoring parents; consequently, if they disturb or disquiet the school they are subject to the same penalty as others. It is the policy of the States generally to encourage education; and many of them having established free-schools, have thought proper to make provisions to protect their schools from indiscreet interference. Consequently, all well conducted schools, may now, in a certain sense, be regarded as the wards of the State. It will not allow any of them to be disturb

ed, disquieted, or interrupted with impunity; and the same policy that protects the day schools, protects evening schools also. Hence in Maine it has been decided that a person may be punished, under the statute, for willfully disturbing a private school kept in a district school-house for instruction in the art of writing. (The State *vs.* Leighton, 35 *Maine*, 185.)

Amendment in the nature of a Substitute to H. R. No. 276, Reported by Mr. Garfield, from the Select Committee on Education.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

That there shall be established at the city of Washington a Department of Education, for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country.

SEC. 2. *And be it further enacted,* That there shall be appointed by the President, by and with the advice and consent of the Senate, a Commissioner of Education, who shall be intrusted with the management of the department herein established, and who shall receive a salary of five thousand dollars per annum, and who shall have authority to appoint one chief clerk of his department, who shall receive a salary of eighteen hundred dollars per annum; one clerk, who shall receive a salary of sixteen hundred dollars per annum; one clerk, who shall receive a salary of fourteen hundred dollars per annum; and one clerk, who shall receive a salary of twelve hundred dollars per annum; which said clerks shall be subject to the appointing and removing power of the Commissioner of Education.

SEC. 3. *And be it further enacted,* That it shall be the duty of the Commissioner of Education to present annually to Congress a re-

port embodying the results of his investigations and labors, together with a statement of such facts and recommendations as will in his judgment subserve the purpose for which this department is established. In the first report made by the Commissioner of Education under this act, there shall be presented a statement of the several grants of land made by Congress to promote education, and the manner in which these several trusts have been managed, the amount of funds arising therefrom, and the annual proceeds of the same, as far as the same can be determined.

SEC. 4. *And be it further enacted,* That the Commissioner of Public Buildings is hereby authorized and directed to furnish proper offices for the use of the department herein established.

A PLUCKY SCHOOL-MA'AM.—Miss Emily Batchelder, teacher of a school in Orange, Vt., yielding to a disagreeable necessity, and being assisted by a loyal boy, punished a large and unruly scholar, who defied her authority and attempted to create a rebellion. The punishment was so severe that the culprit begged for mercy. His father prosecuted the teacher; but when the case came to trial, it was found impossible to get a jury, every man called upon declaring that he had 'formed an opinion' that the rebellious boy 'wasn't licked half enough.' The suit was withdrawn, when a collection was taken up, which paid all the expenses to which Miss Batchelder had been subjected, and presented her, in behalf of the ladies of the district, with a set of solid silver table-spoons and butter-knife, indicating that the district were hearty and true in the support of a teacher who had fearlessly done her duty.

VALUE OF COWS.—In a little town in Ohio a lady teacher was exercising a class of juveniles in Mental Arithmetic. She commenced the question, "If you buy a cow for ten dollars"—when up came a little hand. "What is it, Johnny?" "Why, you ca'n't buy no kind of a cow for ten dollars; father sold one for sixty dollars the other day, and she was a regular old scrub, at that!"

The Children.

BY CHARLES DICKENS.

When the lessons and tasks are all ended,
  And the school for the day is dismissed,
The little ones gather around me,
  To bid me good-night and be kissed;
O! the little white arms that encircle
  My neck in their tender embrace,
O! the smiles that are halos of heaven,
  Shedding sunshine of love on my face.

And when they are gone, I sit dreaming,
  Of my childhood, too lovely to last;
Of love that my heart will remember,
  While it wakes to the pulse of the past,
Ere the world and its wickedness made me
  A partner of sorrow and sin;
When the glory of God was about me,
  And the glory of gladness within.

O! my heart grows weak as a woman's,
  And the fountain of feelings will flow,
When I think of the paths steep and stony,
  Where the feet of the dear ones must go;
Of the mountains of sin hanging o'er them—
  Of the tempests of Fate blowing wild,
O! there's nothing on earth half so holy
  As the innocent heart of a child!

They're the idols of hearts and of households,
  They're the angels of God in disguise;
His sunlight still sleeps in their tresses;
  His glory still beams in their eyes.
O! those truants from home and from Heaven,
  They have made me more manly and mild!
And I know now, how Jesus could liken
  The kingdom of God to a child.

I ask not a life for the dear ones
  All radient, as others have done,
But that life may have just enough shadow
  To temper the glare of the sun;
I would pray God to guard them from evil,
  But my prayer would bound back to myself;
Ah! a seraph may pray for a sinner,
  But a sinner must pray for himself.

The twig is so easily bended,
  I have banished the rule and the rod;
I have taught them the goodness of knowledge,
  They have taught me the goodness of God;
My heart is a dungeon of darkness,
  Where I shut them for breaking the rule;
My frown is sufficient correction,
  My love is the law of the school.

I shall leave the old house in the autumn,
  To traverse its threshold no more;
Ah! how I shall sigh for the dear ones
  That meet me each morn at the door!
I shall miss the "good-nights" and the kisses,
  And the gush of their innocent glee,
The group on the green, and the flowers
  That are brought every morning to me.

I shall miss them at morn and at eve—
  Their song in the school and the street,
I shall miss the low hum of their voices,
  And the tramp of their delicate feet.
When the lessons of life are all ended,
  And death says, "The school is dismissed,"
May the little ones gather around me,
  To bid me good-night and be kissed.

PUZZLE—GEOGRAPHY FOR LITTLE FOLKS.—I was awakened one morning by a city in China, which was perched upon a fence under my window. From a neighboring room I heard a division of Great Britain, and soon afterwards I called one of the rivers in South America to make a fire, as the air was a division in South America. Going down to breakfast, I found that one of the Lakes of North America had spilled a division of Europe upon the carpet, and put upon the table a division of Asia, seasoned with a city of South America; also a cape of Massachusetts; an island in Oceanica; a city in France, stopped with a city in Ireland, and a basket containing a river in Africa, and a quantity of ammunition. I gave him a division of Africa to pay for my breakfast, and went to the kitchen to ask some of the islands of Oceanica for some sugar to feed an island in Africa which was hanging in my window.—*Little Corporal.*

Extracts from Wisconsin School Laws.

Section 52. The Board shall have power to make all needful rules and regulations for the organization, gradation and government of the school or schools established in the district; said rules to take effect and be in force when a copy of the same, signed by a majority of the Board, shall be filed with the Clerk; to suspend any pupil from the privileges of the school for non-compliance with the rules established by them, or by the teacher, with their consent; and to expel from school any pupil who shall persistently refuse or neglect to obey the rules and regulations above mentioned, whenever, upon due examination, they shall become satisfied that the interests of the school demand such expulsion.

(Sec. 52.) The "needful rules and regulations" here referred to, should be few and simple, and such as will commend themselves to the approval of all sober and intelligent citizens. They should refer principally to the deportment of pupils during school hours, and upon the school premises out of school hours. They should forbid all vulgarity, obscenity, quarreling, profanity, intemperance, gambling and kindred vices. Nor should they fail to reach indolence and recklessness in the school room.

Insubordination to any wholesome regulations should be met by proper degrees of punishment, ending in expulsion whenever all other means to reform and correct abuses have failed. Expulsion should be the *last* resort and but very seldom employed.

These rules should not be paraded before the school in a threatening manner, but they should be pleasantly read and commented upon in such a manner as would enforce their propriety and secure their observance.

Sec. 53. The Board in each school district shall have power, under the advice of the Superintendent of Public Instruction, to determine what school and text books shall be used in the several branches taught in the school of such district.

(Sec. 53.) The efficiency of a school depends very much upon a uniformity of Text Books, that should be insisted upon by the Board. Uniformity of Text Books is absolutely essential to the success of any school. Frequent changes are very much to be deplored.

The Board should make a careful examination of Text Books, select such as will involve the least change, and adhere to the list

selected. In the multiplicity of good books there will be little danger if the schools be confined to such books as are in most general use in the district.

Sec. 140. Any person who shall willfully and maliciously interrupt, or in any way molest or disturb, any private or public school, while in session, shall, upon conviction thereof, be punished by fine not exceeding twenty-five dollars, or by imprisonment in the county jail not exceeding thirty days.

Skool Rools.

The Ironton *Register* says, that not many miles from that city, a young lady is teaching school, and sends the editor the following rules, provided her by the trustees, for the government of her school:

"No swearin

"fitin

"quarrelin

"nicknamin

"goin into the water

"resling an jumpin

"goin intu any persons vine-patches, or orchards, without the consent of the owner.

"no pinchin

"stickin of pins intil each uther.

"pullin of hair durin books.

"cortin in skool

"Not more than one pupil must go out at a time, unless for wood, coal or water

"No crackin of walnuts unless dried

"whisperin

"Those rules must be observed; for a violation of those rules will be punished with a lash, accordin to the verdict of the trustees."

Liberty and republicanism can be built on no other solid foundation than intelligence in the whole mass of the people.

The Yankee Schoolmaster.

BRISK wielder of the birch and rule,
The master of the village school,
Held at the fire his favored place:
Its warm glow lit a laughing face,
Fresh-hued and fair, where scarce appeared
The uncertain prophecy of beard.
He played the old and simple games
Our modern boyhood scarcely names,
Sang songs, and told us what befalls
In classic Dartmouth's college halls.
Born the wild northern hills among,
From which his yeoman father wrung,
By patient toil, subsistence scant.—
Not competence, and yet not want,—
He early gained the power to pay
His cheerful, self-reliant way;
Could doff at ease his scholar's gown,
To peddle wares from town to town;
Or, through the long vacation's reach,
In lonely lowland districts teach,
Where all the droll experience found
At stranger hearths in boarding round,
The moonlit skaters' keen delight,
The sleigh-drive through the frosty night,
The rustic party, with its rough
Accompaniment of blindman's-buff,
And whirling plate, and forfeits paid,
His winter task a pastime made.
Happy the snow-locked homes wherein
He tuned his merry violin,
Or played the athlete in the barn,
Or held the good dame's winding yarn,
Or mirth-provoking versions told
Of classic legends, rare and old,
Wherein the scenes of Greece and Rome
Had all the commonplace of home,
And little seemed at best the odds
'Twixt Yankee peddlers and old gods,
Where Pindus-born Araxes took
The guise of any grist-mill brook,
And dread Olympus, at his will,
Became a huckleberry hill.

A careless boy at times he seemed;
But at his desk he had the look
And air of one who wisely schemed,
And hostage from the future took
In trained thought and love of books.
Large-brained, clear-eyed,—of such as he
Shall Freedom's young apostles be,
Who, following in War's bloody trail,
Shall every lingering wrong assail;
All chains from limb and spirit strike,
Uplift the black and white alike;
Scatter before their swift advance
The darkness and the ignorance,
The pride, the lust, the squalid sloth,
Which nurtured Treason's monstrous growth,
Made murder pastime, and the hell
Of prison-torture possible;
The cruel lie of caste refute,
Old forms remould, and substitute
For Slavery's lash the freeman's will,
For blind routine wise-handed skill;
A school-house plant on every hill,
Stretching in radiate nerve-lines thence
The quick wires of intelligence;
Till North and South, together brought,
Shall own the same electric thought,
In peace a common flag salute,
And side by side, in labor's free
And unresentful rivalry,
Harvest the fields wherein they fought.

From 'Snow-Bound', by Whittier.

The Cheering Word.

Little Charley was the dull boy of his school. All the rest either laughed at him or pitied him. Even his master sometimes taunted him with his deficiencies. He became sullen and indifferent, and took no pains to get on. One day a gentleman who was visiting the school looked over some boys who were making their first attempt to write. There was a general burst of amusement at poor Charley's efforts. He colored, but was silent.

"Never mind, my lad," said the gentleman, cheeringly, "don't be discouraged; just go and do your very best, and you will be a brave writer some day. I recollect when I first began to write, being quite as awkward as you are, but I persevered, and now look here." He took a pen and wrote his name on a piece of paper in fine legible characters. "See what I can do now," he added.

Many years afterward that gentleman met Charles again. He had turned out one of the most celebrated men of his day, and he expressed his firm conviction that he owed his success in life, under God's blessing, to the encouraging speech made by the school visitant.—*Pennsylvania School Journal.*

Editorial Miscellany.

Will the Teachers Support an Educational Journal?

We publish below the 23d Chapter of the Revised Statutes of Wisconsin, which was repealed a little more than two years ago. We see no reason why a law of this nature should not be in force now. Several States make a similar provision for the support of an educational journal. No State needs it more than this. We know not why this law was repealed, but if the teachers will take hold and interest themselves in the matter, subscribe for the JOURNAL and furnish contributions, we feel confident the State will do its duty. We hope that teachers and superintendents will think over the matter and see the necessity of sustaining a State educational journal, and when they meet at Ripon on the 25th of July, be prepared to take some decided action, to petition the Legislature to reconsider their repeal, and to resolve as teachers to be awake hereafter to the interests of education in the State.

SECTION 102. The State Superintendent of Public Instruction, from year to year, so long as he shall deem expedient, is hereby authorized to subscribe for so many copies of the *Wisconsin Journal of Education*, published by the State Teachers' Association, at the price of sixty-five cents per year, as shall be sufficient to sup-

ply one copy to each organized school district in the State, and one copy to each Town Clerk in the State; *Provided*, The State Superintendent be allowed to publish, free of expense to the State, any and all matters of an educational character that he may wish to publish from month to month in the columns of said *Journal*. The said periodical shall be sent by the publishers, postage prepaid, to the Clerk of each school district in the State, and to each Town Clerk in the State. It shall be the duty of each Clerk to cause each volume to be bound at the expense of the district, and to be kept in the library of such district, subject to the general library regulations.

SEC. 103. A sum sufficiennt to pay for the number of copies of said *Journal*, so subscribed for, is hereby annually appropriated out of the income of the School Fund, and the same shall remain in the State Treasury subject to the draft of the State Superintendent of Public Instruction, to be drawn quarterly, and paid over to the publishers of said *Journal*.

SEC. 104. In making the annual apportionment of the School Fund among the several towns and cities of this State, it shall be the duty of the State Superintendent to deduct from the whole amount otherwise subject to apportionment such sum as may be necessary to pay for the said *Journal* at the price above named.

SEC. 105. In certifying to the State Treasurer the apportionment of the income of the School Fund annually, the State Suintendent shall state in such certificate the aggregate amount deducted according to the provisions of this chapter.

THE WISCONSIN JOURNAL OF EDUCATION has again appeared. As the new editor, Mr. William H. Peck, informs us, the *Jouvnal* has not been *dead*, but *sleeping*, and judging from the appearance of the present number it has been refreshed by its little nap, and is now ready to fall into line again. We are glad the teachers of Wisconsin have done this sensible thing. It is a positive disgrace to the teachers of any State to allow their professional journal to *die*, or even *sleep*. It indicates, as nothing else can, the absence of a healthy public spirit and desire for improvement. And what an easy thing to have a first class educational journal. *One hundred and twenty-five cents from each teacher in the State.—Mich. Teacher.*

State Teachers' Association.

The State Teachers' Association will hold its annual meeting in the pleasant city of Ripon, Fond du Lac county, commencing July 25th, and continuing three days. We wish it had been appointed one or two weeks later, as many of the schools do not close so early in the season. We are glad, however, that it is appointed in so pleasant a place, and at a pleasant time of the year. Teachers wearied by almost continuous labor for a year, will experience a relief from this monotonous toil by a ride through a pleasant country, and a short sojourn in one of the most pleasant towns in the State, among as intelligent and social a class of beings as can be found anywhere. Generally we meet at these associations teachers from large towns and cities; those teaching in small places being prevented on account of the expense of the journey, they receiving for their services as teachers barely enough to feed and clothe themselves. We hope that every teacher, who can conveniently, will attend, and we know from experience that you will feel satisfied afterwards that you could not have made a more profitable expenditure of time and money. You will return, refreshed in body and mind, encouraged by kind advice from knowing heads; you will learn that your trials are common to the profession; that incorrigible pupils are found in other schools as well as yours; that the labors of other teachers as faithful as yourself are unappreciated as well as yours. Your ideas of the world and mankind, especially the school-teaching part of it, will be enlarged, and you will be led to feel that teaching is the most honorable and dignified if not the most lucrative profession. We hope there is not a building in Ripon large enough to contain the teachers who shall there congregate.

A portion of the Brazilian party of Professor Agassiz have returned by steam by the way of Havana. The remainder of the party will not return till late in the season.

THE HARVARD COLLEGE students have started a new magazine, a 16 page quarto, published once a fortnight, and called *The Collegian.*

Wisconsin Teachers' Association.

The Annual meeting of the Wisconsin Teacher's Association, will be held at Ripon, Wednesday, Thursday and Friday, July 25, 26 and 27th.

The morning session will be devoted exclusively to *instituute exercises*, conducted by experienced teachers.

The afternoon session will be occupied in *discussions* upon topics vital to the educational interests of our State, and, also, in *class lectures* by some of our most eminent educators.

In the evening sessions, popular lectures may be expected from men distinguished in the educational work.

The people of Ripon have generously offered the hospitality of their homes to the lady members of the Association. Ladies desirous to attend this meeting, are requested to send their names at once to N. P. GAGE, Esq., of Ripon, so that places may be in readiness for them. Gentlemen will be entertained at the hotels, for *one dollar per day*.

All the Rail Road Companies, together with the proprietor of Goodrich's Line of Steamers, have engaged to furnish free return fares, to all persons paying full fare to the convention over their respective routes.

It is desirable to make this meeting the most practical and profitable ever held by this Association. It appears to be an important crisis in the educational affairs of this State. Let teachers meet in council, and take the part belonging to them in the control of those affairs. Come not only to be entertained and amused, but to work. A detailed programme will be published as soon as it can be completed.

S. D. GAYLORD, PRESIDENT.

J. H. TERRY, *Secretary*.

COLLEGE AT PRAIRIE DU CHIEN.—We are pleased to learn from the Prairie du Chien *Courier*, that at a meeting of the "Prairie du Chien College," held there last week, it was decided to open the institution the present season. Several thousand dollars were subscribed, which will be used in putting the building (the same that was offered to the State for a Normal School) in proper condition. It is understood that Profs. Allen and Lovewell, of Madison, will have charge of the college.

General Intelligence.

UNIVERSITY OF MICHIGAN.—The annual commencement of the Law and Medical Departments of the University of Michigan, took place on the 28th ult. The degree of M. D. was conferred on seventy, and that of LL. B. on one hundred and eight students. The graduating Law class was undoubtedly the largest that has ever gone out from any law college. The Medical class was addressed by Prof. R. C. Kedzie, of the Michigan Agricultural College, and one of the first graduating class in the Medical Department of the University. Hon. J. V. Campbell, one of the Professors of the Law Department, addressed the Law class. The number of students in attendence at the University has been greater during the present year than at any previous time. In the three departments, Literary, Law and Medical, 1,206 students have been enrolled within the year.—*Western Rural.*

LOCATION OF NORMAL SCHOOLS—The Milwaukee *Sentinel* gives a somewhat full report of the action of the Normal School Regents at their meeting last week.

It appears that three more schools were located at this meeting, so that those established are now located as follows:

1st Dist.—Whitewater, Walworth Co.
2d Dist.—Stoughton, Dane Co.
3d Dist.—Platteville, Grant Co.
4th. Dist.—Sheboygan, Sheboygan Co.
5th Dist.—Oshkosh, Winnebago Co.

We copy the following from the *Sentinel.*

The School for the Sixth District has not been located, nor will those named for the Second and Fourth Districts be erected until, in the discretion of the Board, the public and the condition of the fund warrant it. It was deemed best, however, to locate the schools now, in pursuance of authority vested in the Board and in accordance with the condition imposed upon them—one of which is that no expense exceeding $10,000 shall be taken from the State Fund for the erection of any one building.

For the school in the Fourth District, Fond du Lac was a strong competitor, and made a handsome offer. This was equalled or excelled, however, by that of Sheboygan, which agrees to furnish a lot of 10 acres on 6th street to be selected by the Board, and to

erect buildings worth $35,000 under such supervision as the Board may furnish. The Board were further influenced, in locating the school at Sheboygan, by a desire to interest the German element of our population in our system of public education, and to induce the young men and women of that nationality to learn the value of public schools and of modern American modes of teaching. Sheboygan, being in the heart of a country whose people are largely German, is well adapted for this end.

Unless a special meeting is called, no further meeting of the Board will take place until the annual, at Madison, Sept. 4th. Measures will be taken before long for the erection of school buildings at Whitewater and Oshkosh, those towns having put up the required securities, and deeds having been obtained of the real estate granted. It is thought not unlikely that a corps of teachers may be secured during the summer, and a single school at Platteville, where a building already exists, put into operation.

THE LEWIS MEDAL.—Some months ago a donation was made by Gov. Lewis to the State University, for procuring a medal to be presented, year by year, to the student who should be found worthiest of such distinction. The amount then given for this purpose was $100. Since the union of the Agricultural School with the University, the ex-Governor has increased the sum to $200.

Prof. Butler was appointed by the faculty to propose a medallic design and inscription, and has submitted the following report:

That the medal should be of silver, and of the size of an American dollar; that it bear upon its obverse a bust of the donor, Gov. Lewis, with the legend, *Nomisma Ludovicianum, Omnium studia æmulantium optimo,* [The Lewis medal—to the one pre-eminent among all his rivals in study], together with the name of the student adjudged the most deserving; that the medal bear on its reverse a view of the central edifice of the University, with the legend, *Universitas Wisconsinenis, sunt hic etiam sua premia laudi.* [The University of Wisconsin, here too has merit its due reward.]—*State Journal.*

THE NEW BOARD OF UNIVERSITY REGENTS.—We give below a list of the Regents appointed, they being divided into three classes, to hold their offices, respectively, for one, two and three years, the classification, however, not yet having been made:

State at Large.—Ex-Gov. E. Salomon and Col. Samuel Fallows, of Milwaukee county, and Col. John G. McMynn, of Racine.

First District.—Hon. Jackson Hadley, of Milwaukee, Col. B. R. Hinckley, of Waukesha county.

Second District.—Ex-Gov. J. T. Lewis, of Columbia county, N. B. Van Slyke, of Dane county.

Third District.—J. C .Cover, of Grant, J. B. Parkinson, of Lafayette county.

Fourth District.—Gen C. S. Hamilton of Fond du Lac, Hon. F. O. Thorpe of Washington county.

Fifth District.—Hon. A. L. Smith of Outagamie, Jacob S. Bugh of Waushara county.

Sixth District.—Hon. Angus Cameron, of La Crosse, M. B. Axtell, of Pepin county.

Col. McMynn, the Superintendent of Public Instruction, is appointed visitor to West Point from Wisconsin.

State Reform School.—At the annual meeting of the Board of Managers of the State Reform School, held at Waukesha, on Tuesday, the 18th inst., the following officers were elected for the ensuing year:

President—Edward O'Neill.

Vice President—John Hodgson.

Treasurer—Andrew E. Elmore.

Secretary—Charles R. Gibbs.

There are now 120 inmates of this school, a large proportion of whom are from this city.—*Milwaukee Sentinel.*

Normal Schools.—Provision has been made by the New York legislature at its present session, for the establishment of four Normal Schools in addition to those now in operation.

Another act gives the Board of Education of the city of New York, authority to establish a Normal School in that city.

Wisconsin Female College.—This College is located in the pleasant village of Fox Lake, Dodge county. It is under the direction of Miss Caroline A. Bodge and Miss Mary L. Crowell, assisted by competent teachers. It is conducted upon a plan similar to that of Mount Holyoke Seminary in Massachusetts. The pupils are required to take part in the domestic department at

least one hour each day. We learn from one of the teachers that the school is in a very flourishing and hopeful condition. The anniversary occurs July 8th, when four young ladies will graduate.

RACINE COLLEGE.—We learn from the annual Catalogue that there are 140 students in attendance at Racine College. The number of students and the remarks upon the condition of the College, indicate a high degree of prosperity. A gold medal is presented each commencement to the best behaved scholar from St. James' Church, Chicago, also one to the best boy in conduct and studies from Milwaukee, and one to the best in conduct and studies in the College. The following healthy rules are enforced: 1. No tobacco shall be used. 2. Bounds shall not be broken. 3. Buildings not to be defaced. 4. No debts shall be contracted. 5. No bad language shall be used. 6. No books that are not approved shall be read. The College has a good gymnasium.

BELOIT COLLEGE.—Commencement occurs July 13th. The graduating class numbers 17, the largest class that has yet graduated.

LIPPINCOTT'S PRONOUNCING GAZETTEER OF THE WORLD.—Messrs. Lippincott & Co. have issued a new and enlarged edition of this work, bringing it down to the present time. See advertisement.

E. H. BUTLER & CO. have a new advertisement of their Geographies and Histories.

CALIFORNIA.—The Revised School Law provides for a State Board of Education, to consist of the Governor, Superintendent of Public Instruction, Principal of the State Normal School, Superintendents of Public Schools of San Francisco, Santa Clara, San Joaquin and two professional teachers, to be nominated by the Superintendent and confirmed by the Board.

The Board have power to adopt a course of study, rules and regulations for the schools, prescribe books for the libraries and text-books for the schools, etc. The Superintendent is elected for four years, County Superintendents are elected for two years. They may enforce proper repairs on school-houses and out-buildings. Trustees shall require teachers to attend County Institutes. Children under eight years are not to be kept in school more than

four hours daily. The State Snperintendent is to subscribe for a monthly journal of education to supply each County Superintendent, District Clerk and District School library.

We have extracted the above from the *New York Teacher*. We can but congratulate the teachers of California as well as the citizens upon this wise provision the legislature has made for them. We wish the Wisconsin Legislature would show the same generosity, especially as regards an educational journal.

GREEN'S GRAMMARS, Warren's Geographies and Colburn's Arithmetics are published by J. B. Cowperthwait. See advertisement.

SCHOOL FURNITURE.—A. H. Andrews has constantly on hand all kinds of school furniture. See advertisement.

SCHOOLS FOR THE FREEDMEN.—We learn from the *American Freedman*, a monthly journal devoted to the promotion of "freedom, industry, education and christian morality in the South," and which is the central organ of the Freedmen's and Union Commission, that the number of schools established by the various Freedmen's Associations, East and West, for the education of freedmen at the South, is 307, taught by 773 teachers, and having 40,744 pupils. The amount of money collected for their support last year was $402,928; value of supplies collected; $367,709; money and supplies from abroad, $84,597; value of supplies shipped, $498,255; money expended, $328,670.

NASHVILLE.—A private letter informs us that the citizens of Nashville, Tennessee, have shown their good sense by returning, since the close of the war, to the maintenance of good public schools. Before the rebellion these institutions were the pride of the people. The teachers now employed (two of the principals being graduates of a Northern college) are determined that the schools shall merit in the future the same support which they had in the past. The city is said to have made an investment of $200,000 in the schools, and it maintains them at a yearly expense of $60,000. The whole number of scholrrs is about 2,000. One of the graded schools numbers 700 pupils.

A. S. Barens & Co. have a new advertisement in this number.

Atwater's School Government is an excellent aid in the government of a school. See advertisement.

Sargent, Wilson & Hinkle advertise their complete series of school books.

Pianos, School or Church Organs and Melodeons.—Any one in want of a piano or other musical instrument, will find it to their interest to communicate with the publisher of the Wisconsin Journal of Education.

New York State Teachers' Association will hold its annual meeting at Geneva, commencing July 31, 1866.

Pennsylvania State Teachers' Association will hold its annual meeting at Gettysburg, commencing July 31, 1866, and continuing three days.

The National Association of School Superintendents will meet at Indianapolis, Ind., the 13th day of August next.

The National Teachers' Association will hold its annual meeting at Indianapolis, Ind., commencing August 15th.

American Institute of Instruction.—The annual meeting of this body will be held at Burlington, Vt., commencing Aug. 7.

Alfred L. Sewell advertises in this number *The Little Corporal*, an excellent child's paper.

Colored Normal School.—A Normal School for the training of colored teachers, has been opened in New Orleans.

Worcester's Dictionaries and Hillard's Readers.—See advertisement of Brewer & Tileston.

School Age.—By an act of the legislature of Maine, children under five are prohibited from attending school.

School for Colored Children.—The Friends in Philadelphia have donated $125,000 in aid of the institution for colored youth in that city.

BOOK NOTICES, &C.

PARKER AND WATSON'S READERS.—*A. S. Barnes & Co., Publishers, 111 and 113 William Street, New York.*

This series, together with the Spellers, are deserving the attention of all teachers and school officers. The Fifth Reader contains all rules that are necessary, neither is there a surfeit of them, as is the case with some readers. The exercises selected for reading are some of the best selections that can be found in English literature; they are such that they cannot fail to attract the attention of the reader—setting aside their desire for improvement.

The Fourth Reader contains less matter, and is adapted to classes of a lower grade. The rules on pronunciation, accent, emphasis &c., are good and practical.

The Third, Second and First Readers and the Primer are illustrated; the print is larger, the rules are fewer and are stated in simpler terms than in the Fourth and Fifth. The matter designed for reading excercises in these is chosen with as much taste as in the higher, that of each being adapted to its peculiar grade.

THE NATION.—*Published by Joseph H. Richards, New York, at* $5,00 *per annum.*

The *Nation* is a semi-weekly paper devoted to a candid discussion of the topics of the day. Its contributors are able and noted men.

PHRENOLOGICAL JOURNAL *for June*—Contains portraits of Hon. Solomon Foote, Thomas Jefferson, Aaron Burr, Constance Emily Kent and Jenny Lind, with upwards of twenty illustrations and sketches of character, also much other interesting and useful reading. The 44th Vol. begins with the July No. Address Fowler & Wells, New York.

THE WISCONSIN FARMER.—*Published by Walter B. Davis, Madison, Wis. Price* $1,00 *per annum.*

This Magazine is devoted to Agriculture, Hotticulture, &c. It is a good work and interesting to all. Every family should have it.

HARPER'S MONTHLY.—*Published by Harper & Brothers, New York.—Price* $4,00 *per year.*

This magazine has reached its 33d volume. It has the largest

circulation of any magazine of the kind in America. It is prized for the variety of its literature. The reason of its unexampled prosperity is the fact that it is adapted to every one in all circumstances. If you are depressed with cares or troubles, you have but to open the *Editor's Drawer*, and your cares suddenly disappear; if you wish to read a short story, an interesting novel, concerning travels or natural history, you will find articles by the best of American writers in *Harper's Monthly*. A more agreeable companion can hardly be found.

ATLANTIC MONTHLY.—*Published by Ticknor & Fields, Boston.*

The Atlantic Monthly for June is an unusually interesting number. It contains an interesting article by Harriet Beecher Stowe. Continued stories by Donald G. Mitchell and Charles Reade. A continuation of "Passages from Hawthorne's Note-Book;" "Quicksands;" "In the Hemlocks," and several other interesting articles.

PETERSON'S MAGAZINE.—*Published by Chas. J. Peterson,* 306 *Chestnut St., Philadelphia.* $2,00 *per annum.*

This is an excellent magazine for the ladies. It contains steel engravings, Fashion Plates and Patterns without number; also several stories, interesting and instructive.

THE AMERICAN CHURCHMAN is an ably conducted religious paper, published in Chicago under the auspices of the Protestant Episcopal Church.

We would invite the attention of teachers to the article on Pedagogical Law, written by an eminent American jurist for the American Educational Monthly; also to the new advertisement of Sheldon & Co., of their valuable school books.

Wisconsin Journal of Education.

TERMS: $1:25 per year, in advance; or, five copies for $5.

SPECIAL OFFER: By an arrangement with the publishers, we will furnish the *Atlantic Monthly*, *Harper's Monthly*, or *Harper's Weekly*, and the JOURNAL, for $4, which is the subscription price of each of the three periodicals above named. We will also furnish *Our Young Folks* and the JOURNAL, for $2:25; *North American Review* and the JOURNAL, for $6; *Every Saturday* and the JOURNAL, for $4:50.

TERMS OF ADVERTISING: The annexed table shows the terms of advertising in the JOURNAL OF EDUCATION. ☞ Payments expected quarterly. Time and space to be occupied should be stated by advertisers. Any material change of standing matter will be charged for at the rate of $2 per page. No advertisement counted less than one-fourth of a page.

	1 mo.	3 mos.	6 mos.	1 year.
1 Page	$10 00	$25 00	$45 00	$75 00
½ Page	6 00	15 00	25 00	45 00
⅓ Page	4 00	10 00	16 00	30 00
¼ Page	3 00	8 00	13 00	25 00

WISCONSIN

JOURNAL OF EDUCATION.

VOLUME X. AUGUST, 1866. NUMBER 6.

The Place and Degree of Oral Instruction.

An Essay, by Rev. J. B. Pradt, read before the Wisconsin State Teachers' Association, at its annual meeting in Whitewater, August, 1865.

This subject, which was named for discussion last year, but passed over, is confessedly one of great importance. It underlies the whole question of the best results of school instruction. There can be no doubt that the living human voice is the most potent of all ordinary means for conveying and impressing truth. The printed page can reach a greater number of persons, and for certain purposes of popular instruction, and as an aid to the solitary student, it has its peculiar importance; but the question impliedly before us is the wants of the school-room; and here, we do not hesitate to say, books should play a subordinate part.

So inseparably almost, however, have the ideas of school and books become intertwined, that the former are hardly supposed capable of existence without the latter. And if we note the amount of attention bestowed respectively upon the preparation and supply of books and teachers for our schools, we are presented with a striking contrast. The talent, capital, labor and skill brought into requisition in the production of school-books, form the largest perhaps of all distinct investments for the supply of intellectual wants, with the single exception of the newspaper press. So far as a thing incapable of more than abortive results can reach perfection, school books have reached it, or rather have passed it, for

the more the book supersedes the teacher and displaces his functions, the worse it becomes. I am not speaking of scientific treatises for the student, but of ordinary school-books.

But in the meantime what has been done to furnish our schools with teachers? Educational custom is content, for the most part, if it can simply place in the schoool-room any one who can "keep school"—which means to preserve order and hear the lessons—or turn the mill of mechanical monotony. Of the real living teacher, who is first adapted and then trained for the work—who can awaken and inform the mind of the child without aid from books—of such teachers educational custom has little conception; and as there is but a slight demand for the article, the supply in the market is correspondingly small and uncertain.

Let us approach, however, more directly the question of the Place and Degree of Oral Instruction: and if we start with the truism that its place is everywhere that it is best adapted to secure the ends of instruction, we have bespoken for it, as will readily appear, a wide field. And first, by common consent, it is recognized as the chief method of imparting that home instruction which precedes the school. This is not so much from any conventional agreement as because the instruction given the little child at home is unstudied and informal, and so, for that very reason, naturaland healthful. This instruction may be much or little, crude or refined, according as the family circle itself is intelligent and refined, or otherwise. But it possesses the merit at least of being the natural and spontaneous process of imparting mental nourishment and stimulus from the superior to the inferior, from the breast of knowledge to the mouth of curiosity; and it is therefore a vital and pleasurable process, and not an irksome, mechanical task.

And can any one tell us why all this should be so suddenly ignored and changed, so soon as the child passes the threshold of the school-room? What goes on there is to what the child has probably been accustomed to at home, as the artificial incubation of a parcel of eggs, in an oven, graded by a thermometer, and the subsequent feeding of the product so many grains of dough, so often by the clock, as contrasted with the patient, motherly work of the proudly conscious hen, who brings forth her brood in due time from the sly-nest in the hay-mow, initiates them into entomology by dil-

igent scratch and cluck, over chip-yard and barn-yard, garden and lawn, and tenderly shelters them, when the crop is filled, beneath her caressing wing. To be sure, the exigencies of order, of numbers and space, require a certain difference between a school and a nursery; but let the excellence of the school consist not in making the difference as great, but as small as possible. I have in mind, of course, more especially, the wants of smaller scholars, and do not forget that circumstances generally compel, or rather that custom decrees, the instruction of children of all ages by one teacher. But those difficulties might often be obviated in some measure, be it observed in passing, by larger school districts and a division of labor; or by an additional room and the employment of monitors. At all events, let the barbarous practice of subjecting little children to the same rules and hours as larger ones be abandoned; and in order to this: let the teacher give his first attention and the proposed oral instruction to the smaller pupils, while others prepare lessons, and then give them their liberty.

As to the subject-matter of oral instruction for these primary pupils, it is everything in which instruction is to be given at all. For while objects, to engage the eye, the ear and the hand—colors and sounds, numerical emblems and geometrical forms, pictures and models, maps and charts, words and letters—all things representative, in short, and especially all things real, are to be brought into requisition, according to need and possibility. The work of the teacher is oral; it is the living voice speaking out from the trained intellect and affectionate heart. It is this which should constitute the great educating agency in developing and forming the pupils' mind and heart; stimulating, suggesting and explaining, rather than telling; and watching the needs of each soul. This is the proper work of the school-room, as opposed to the common, dull, drowsy and dronish round of alphabet; reading and spelling from A to Z, and from page to page, with a monotonous drawl of rote questions and answers in other things, the whole process shedding about as much light over the intellectual horizon of the child as the evening fire-fly does by his spark over the world around him.

It is not to the first stages of Primary Instruction alone that the Oral Method is adapted. Mental Arithmetic, Primary Geography and History, the elements of Written Arithmetic, and Grammar

including Composition, may be most successfully taught with little use of books—with little external aid of any kind but black-board and slate; while of course this method is to be used in those general exercises, in which instruction is given in our mixed schools to old and young alike.

Dividing the whole work of school instruction into the three stages of Primary, Intermediate and Advanced, and meaning by the latter that instruction which scarcely begins in the common school; it is only in the latter portion of the second of these stages that books should begin to play an important part. In the first period, the object is to awaken and develop the faculties of the soul, and not to stuff the mind with meaningless words, and mere fragments of the husks of knowledge; to stimulate and nourish, and not to impart precocious skill in mental gymnastics; to plant germs, and not to reap fruit.

In the second stage, this work is to continue, but a higher discipline is to begin. Before, it was play rather than work; that is, spontaneous activity of the mind, with as little as possible of restraint or coercion. Now, work mingles with the play; the former increasing, the latter diminishing. The pupil learns by degrees to convert spontaneous, unconscious attention to the teacher's oral instructions and outward illustrations into abstract thought, and conscious, continued mental effort. In short, he begins to study, and is now able to study with some profit. Here it is that the book first becomes useful. To aid memory, to impart knowledge, to guide inquiry, to regulate thought. It has about it something of seeming life and warmth, because the living foliage and fruit has previously been seen and tasted. And the pupil is thus able to learn and recite lessons in a natural and healthful way, and not as mere parrot-like repititions of words without thought. In short, when pupils have been thus trained, study becomes an exercise of thought, and not merely of memory; and recitation becomes more and more a rehearsal of what the pupil has learned, of what he knows and thinks, and in his own way and words, and not like a lifeless repetition of paragraphs from books.

And to this end the teacher continues, though in a decreasing degree and in a modified manner, the oral work of the former stage; doing to-day, partly as instructor and partly as model, what the pupil is expected to do on the morrow; and as this period is passed

through, the pupil is to become less and less imitative and more original; is to rehearse his acquirements less as an effort of memory and more as an effort of thought.

And now when this secondary period is ended and its work accomplished, and not until then, the pupil may profitably pass into the third stage, and become in the High School, the Academy, the College, a student. Study is still disciplinary, but it is in some degree independent investigation. The silent book, and not the living voice of the teacher is the student's most frequent companion. The mind has learned to ask and generally to answer its own questions. The student stands up in the class-room, and becomes for the time the teacher. And even in this third stage the Oral Method still has its place; not as formerly, to develop, to stimulate, to guide: but as a varied, and often as a shorter and more vivid way of communicating facts than is possible by the way of books; and because in subjects requiring outward illustration and experiment, it is indispensable. Were it always possible to have the living and competent narrator and instructor, the utility of books would be quite limited. But as it is not, they become at last the student's chief resort. And they have their great and peculiar advantages; for these tell who have first learned how to use them, how to clothe their dry bones with an animate form, and to draw from them the germs of living thought. That so many who assume the character of academical and professional students profit so little by their advantages, is because they lack in so large a degree that training and discipline in earlier life, which has been described.

After this hasty outline of the subject, it remains to answer some objections: And, first, we are met by the devout worshipper of books, who believes in their sovereign claims, and in their absolute sufficiency for all educational wants. He comes in the form, perhaps, of your prim, old-fashioned schoolmaster, or venerable school-ma'am, who condemns the theory of oral instruction *in toto*. He has taken his numerous classes as faithfully and successfully through Sander's Readers, Davies' Arithmetics and Clark's Grammars, (with an occasional episode into other regions,) as yonder aged and attenuated steed has trudged along the tow-path, and pulled his load from Buffalo to Black Rock, and with about the same amount of vital thought in the one case as the other. He

is strongly backed up by your ancient committee-man, who believes the work would be still better done if the teacher could go back to Daboll and Murray. And so it would, if teacher and pupil were thereby compelled to think more. And that some good scholars were made under the old system, is attributable to the fact that some minds will think, and are more likely to think to some purpose in finding out reasons for themselves, than in reading them, numbered and labelled, in a book.

Next, we have a younger objector, who says: "Your theory is pretty, no doubt; but it is impracticable. Public sentiment won't allow such innovations; and, besides that, there isn't time for all these things; and if you don't give the children lessons to learn, they will be idle and get into mischief; and—and——" here the objector is interrupted by a cough, which means, if interpreted, that he feels incapable of walking and teaching his pupils to walk upon their own feet; and so he merely reiterates that the scheme is impracticable. And this last objection is the most valid. Not every one, of course, can do things which require capacity and which imply trained skill. But although just at this time, or in this spot certain things are impracticable, they are not absolutely so. Yonder is a good blacksmith, who can shoe a horse very well, and set a tire upon a wagon; but who can by no possibility forge a length of railroad iron, or construct a locomotive. It does not follow that the railroad and locomotive are out of the question. If essential to the proper development of the country, suitable mills and shops must be built, and suitable mechanics found; and if not to be found in sufficient numbers, they must be trained. Many unskilled and imperfectly educated teachers can do little with oral instruction. But they must improve, or others must take their places, for it is more important that children are properly educated than that railroads are built. Many are improving, and many who will not improve, are being displaced. The prejudices of people against national methods of education, (because new to them,) are of as little account as were prejudices against railroads. They will yield soon enough to the demonstrations of successful experiment; and the way to prevent children from being idle and mischievous in school is to give them something to do less irksome than to study a day-book, and recite unmeaning lessons.

The "place" of Oral Instruction then is everywhere and in all

things; at home and at school; and till the last lesson at the professional school is learned. Books are for reference, for exactness, for silent study and for the conservation of thought. But they are, after all, to the living instructor, as the dead dog museum of Natural History to the real, living, breathing, vocal, joyous world around us.

As to the "degree" of this instruction, it should occupy exclusively the period of primary instruction; it should enter largely into the second or intermediate stage; and should be of not infrequent occurrence in the advanced or academic course; while it forms an important and useful part of professional training.

And if this is a mode of instruction that lies beyond the ken and skill of a multitude of teachers, this fact but furnishes the strongest plea for quickening and redoubling our efforts to so enlighten and elevate public educational sentiment, as that it will everywhere demand and be willing to compensate competent teachers; and this will bring about the establishment of schools where such teachers can be trained for their work.

The Jolly Old Pedagogue.

'Twas a jolly old pedagogue, long ago,
  Tall, and slender, and sallow, and dry;
His form was bent and his gait was slow,
And his long, thin hair was white as snow,
  But a wonderful twinkle shone in his eye;
And he sang every night as he went to bed,
  "Let us be happy down here below;
The living should live, though the dead be dead,"
  Said the jolly old pedagogue, long ago.

He taught the scholars the rule of three,
  Reading and writing and history too;
He took the little ones on his knee,
For a kind old heart in his breast had he,
  And the wants of the littlest child he knew.
"Learn while you're young," he often said,
  "There is much to enjoy down here below;
Life for the living, and rest for the dead!"
  Said the jolly old pedagogue, long ago.

With stupidest boys, he was kind and cool,
  Speaking only in gentlest tones;
The rod was scarcely known in his school—
Whipping to him was a barbarous rule,
  And too hard work for his poor old bones;
Besides it was painful, he sometimes said;
  "We should make life pleasant down here below,
The living need charity more than the dead,"
  Said the jolly old pedagogue, long ago.

He lived in the house by the hawthorn lane,
  With roses and woodbine over the door;
His rooms were quiet, and neat, and plain,
But a spirit of comfort there held reign,
  And made him forget he was old and poor.
"I need so little," he often said;
  "And my friends and relatives here below
Won't litigate over me when I am dead,"
  Said the jolly old pedagogue, long ago.

But the pleasantest times he had, of all,
  Were the sociable hours he used to pass,
With his chair tipped back to a neighbor's wall,
Making an unceremonious call,
  Over a pipe and a friendly glass:
This was the finest pleasure, he said,
  Of the many he tasted here below.
"Who has no cronies had better be dead,"
  Said the jolly old pedagogue, long ago.

The jolly old pedagogue's wrinkled face
  Melted all over in sunshiny smiles;
He stirred his glass with an old-school grace,
Chuckled, and sipped, and prattled apace,
  Till the house grew merry from cellar to tiles.
"I'm a pretty old man," he gently said,
  "I've lingered a long time here below;
But my heart is fresh, if my youth is fled!"
  Said the jolly old pedagogue, long ago.

He smoked his pipe in the balmy air,
  Every night when the sun went down;
And the soft wind played in his silvery hair,
Leaving its tenderest kisses there,
  On the jolly old pedagogue's jolly old crown;
And, feeling the kisses, he smiled, and said:
  "'Twas a glorious world down here below;
Why wait for happiness till we are dead?"
  Said this jolly old pedagogue, long ago.

He sat at his door one midsummer night,
After the sun had sunk in the west,
And the lingering beams of golden light
Made his kindly old face look warm and bright,
While the odorous night-winds whispered, "Rest!"
Gently—gently he bowed his head—
There were angels waiting for him, I know;
He was sure of his happiness living or dead—
This jolly old pedagogue, long ago!

—*Round Table.*

Corporal Punishment.

THE CRIMES FOR WHICH CORPORAL PUNISHMENT SHOULD BE INFLICTED.

1st. Rebellion or confirmed disobedience. No school can be rightly conducted in which the authority of the principal is not absolute. If the orders are incorrect, the teacher is amenable to the local powers and the law. "Will you study this lesson?" "I will not." There is no conquering this difficulty but by compulsory subjection.

2d. Repeated lying, repeated thieving, repeated swearing, and repeated gambling, after long and careful admonition for previous errors, demand the same treatment. These are acquired vices, sometimes learned by the child at its home, but there is no other effective remedy. The good teacher has duties to perform to the other children in the school as well as the delinquents, and for their sakes punishment is rendered necessary. Adult thieves are not punished by the law for a national amusement, but to protect the innocent, and deter the unwary from committing the same crimes. These reasons hold good in the school.

3rd. *Per contra.* Let the schoolmaster ever remember, before resorting to any punishment, the advice in the play below quoted:

> "That his probation bear no hinge or loop
> To hang a doubt on. Or, woe upon his life!"

It is impossible to overrate the evil effect of one unjust corporal infliction; it is very frequently remembered for life, and often cultivates for years in the recipient the worst of human passions. It is a wise maxim in our courts of law to give the prisoner the benefit of every doubt. It should never be forgotten in our schools.

THE MANNER IN WHICH CORPORAL PUNISHMENT SHOULD BE ADMINISTERED.

1st. The very first requisite of a schoolmaster is the perfect control of his own feelings and passions. It is the foundation of good government. Punishment inflicted in anger is an absolute crime of the highest magnitude on the part of the teacher. From such infliction no good result can be expected; it is productive only of evil on both sides. The classics, the mathematics and the arts can be and often are imparted to youth by delegated authority; but the power of government and the strictest self-command are absolute rsquisites on the part of all principals of schools.

2d. As a rule, no child after receiving chastisement should be permitted to leave the presence of the schoolmaster until it is assured of his constant affection. This doubles the good effect, and should be a consequent of all punishment. On the part of the teacher this sympathy must be genuine, for almost all children can instantly detect that which is simulated. Affection is God's coin, if it be frankly given. It must and ever will be returnud by youth in the same holy currency.

THE WAY IN WHICH CORPORAL PUNISHMENT SHOULD BE INFLICTED.

1st. Firmly. A slight punishment is not only useless, but positively injurious. It is an advantage gained by the child. A judicious teacher is very seldom compelled to have recourse to the ferule. No punishment should be so frequently resorted to as to render it common.

2d. Probably the method of punishing on the hand is the best that can be applied, for two reasons: firstly, because it inflicts sharp pain; and secondly, because it leaves no disfigurement. A jury of mothers will never agree upon the right spot on which to whip their children. Their feelings in this matter may be compared to those of the soldier who was undergoing the penalty of a military flogging from the hands of a friend. At first he said: "Higher! higher!" then, "Lower! lower!" until his friend, whose patience was exhausted, exclaimed: "Confound you, Sam! there's no pleasing you!" It will ever be the same with parents.

THE PLACE IN WHICH CORPORAL PUNISHMENT SHOULD BE ADMINISTERED.

1st. Always in private. A teacher has no right to degrade other children by a public exhibition of necessary brutality, unless they have been minor participators in the same crime. Even then

it is very doubtful if it be politic. The skeleton at the feasts of the Egyptians was only the more revolting because it was hidden by a veil. The same effect is produced by private punishment. A wise parent would not let his child behold the cruel flogging even of a brute. The hardening process of such an exhibition upon either children or men is very pernicious. It deadens the conscience, stimulates the cruelty, and brutifies the mind of the beholder. Nothing should be exhibited to either man or child which tends to lower the sacred value of humanity. For these reasons public flogging may be said to create rather than suppress crime.

In conclusion, the writer trusts that the reading public will weigh these statements, and not lightly sentence him as an advocate for unnecessary cruelty. A long experience in the field of education has given him a right to speak on a subject in the study of which he has passed thirty of the best years of his existence. He is quite willing to admit that in a small private school, where the pupils have for some time remained under the charge of a careful instructor, corporal punishment may be superseded by expulsion. But this paper is written for all classes of schools, more especially for the public schools of the States.—*American Educational Monthly.*

Teachers' Life Diplomas.

I have often times been not a little surprised to hear some teachers object to the idea of "Life Diplomas" being granted to such teachers as have, by passing a satisfactory examination, shown themselves, in respect to character, ability, and experience, entitled to receive them.

I propose briefly to consider a few of what are alleged as objections. "Life Diplomas," say some, will give the "old men" an advantage over the young ones, and create a privileged class. The word *old*, on the Pacific Coast, is rather a difficult one to define, inasmuch as we often hear men of thirty-five years of age, and unmarried girls of seventeen, spoken of as "getting pretty old." But, assuming the objector's meaning to be that "life diplomas"

"will give to those who have had much experience an advantage over those who have it not," I answer that, as far as regards experience, it will give them no more advantage than they already possess. Does not experience in any walk of life give its possessors advantages over those who have had little or none? Look, for instance, at the medical profession. How anxious are persons in ill health to consult an *experienced* practitioner! On the other hand, how cautious they are—how chary of their patronage—to one who is inexperienced. For, though a man in any profession may understand his business well, he must prove that to the satisfaction of the public before they will give him their confidence.

Again: it is urged that "those who receive 'life diplomas' will lie back on their laurels, cease to improve themselves or to keep up with the times, and consequently, get rusty." My private opinion with regard to this is, that those who successfully pass through the "fiery ordeal" of a "life diploma" will prove to demonstration that they do not belong to the *rusty* order.

But, even supposing, for argument's sake, that any one who held a "life diploma" was disposed to "lie back on his laurels," and become listless and inattentive to his duties as a teacher; would not the argus eye of the public be upon him? What would those who employed him care for his "diploma?" Nothing at all. If he did not suit them, they would soon discharge him. To recur for a moment to a point already noticed, viz., that "diplomas" will give to those who obtain them additional advantages. Whatever advantages they may give will be nearly, if not quite, balanced by the fact that the public will expect a great deal more from those who hold them than from many others. They will expect to find the holder of a "life diploma" a perfect teacher in every sense of the word.

* * * * * * * * * * *

Finally, I ask, is the 'science of teaching' a profession? I contend that it is, and that we have a right to 'life diplomas' the same as in other professions. There is no necessity for the 'annual examination' of those who have been engaged in teaching for years; and I assert that, if such a necessity exists, those who create it are not the men they might be, and indeed ought to be. But the holding of a 'life diploma' will not prevent any person passing an examination, any time he wishes to do so for his own satisfaction.

One desirable object which will be secured by the holding of a 'life diploma' is this: it will prevent the annoyance of being compelled to undergo frequent examinations. But the chief object, as I understand it, sought to be obtained by the issuing of 'life diplomas' is to show that teaching is a profession, not only in word but in deed. Shall that science by which the human mind is trained to habits of correct thought, patient study, and thorough investigation,—without which no other science can be acquired,—shall it, I say be looked upon as a mere nothing—as a thing which any *pretender* can do? Does not the working power educed and nurtured in the school-room enable man to grapple with difficulties of all kinds, and to search out the secrets of all the philosophies with which mankind is acquainted? Viewed in this light, teaching is seen to be a profession involving momentous interests; and it is high time that it was recognized as such. When we look at the amount of scholastic ability, energy, and knowledge of human nature, which a teacher must possess, in order to be successful, does it not seem degrading to think that a teacher should have his small salary fixed sometimes by one who can not write his own name, and whose knowledge of definitions is mostly limited to a mistaken idea of cheapness?

Let us arise, then, fellow teachers, with that determination which insures victory, and with our pens, our works, and our means, do our *whole* duty in elevating the 'science of teaching' to its true dignity of a profession.—*California Teacher.*

Hints to Teachers.

Never tell a pupil anything you can make him tell you.

Allow no one to interrupt you with questions while hearing recitations.

When an errror is made by the pupil, and corrected by the teacher, require the work to be repeated by the scholar.

Exact the same promptness from yourself that you do from your scholars.

Always give all possible attention to the class reciting. If interrupted, have them await your attention.

Few teachers err in being too particular in correcting slight mistakes in prounuciation or articulation.

It is better for a child to have common sense than a good memory. So when he gives the idea correctly, be not particular to make him give the exact language of the book.

The black-board is not a moulding board—a place to mix things. Make it a means of teaching neatness, order and accuracy. It is bad policy to correct the larger pupils over the shoulders of the smaller ones. Reverse the plan and you will be nearer keeping order.

The more needless noise a teacher makes, the more he must expect from his scholars. Never jingle a bell when a single stroke will do.

Illustration is the reflected image of the subject learned. Always when possible, require it of your pupil.

Never allow a pupil to suppose a lesson does not need study.

When you call school, permit no running for a drink, to wash slates or sharpen pencils. See that all such things are done before it is time to call to order.

The house is not kept clean by sweeping alone. You must begin by requiring the scholars to be cleanly.

When a mistake is made, never say nor think "no matter," but see that it is at once corrected.

Remember that your duty as a teacher extends to everything that comes under your observation about the school-room. Dress, manners, language, and actions, with their motives, are proper subjects of advice and instruction.

See that your pupils study, as well as recite, their lessons in proper order, giving each its due time.

See that every one has enough to do.

See that each scholar has his own books, and then allow no hunting for them during study hours.

Never permit useless and habitual questions to be asked.

Never ask *how many times* a lesson has been studied over: but *how well.*

Keep the scholars under your eye; have every class so arranged that you can see all at once.

Require all that is done to be well done in all particulars.

One great secret of good government is to keep every one busy,

Writing on slates can never take the place of pen, ink and paper, nor should it.

When a pupil is punished, he should be treated, save the specific punishment, the same as if innocent.

Never fall into the habit of asking leading questions, as, "five times four are twenty, isn't it?"

Make your scholars speak plainly. Never allow one to answer an audible question by an inaudible whisper or a nod.

Let the recitations of the primer classes be short, lively, and frequent.

Scholars fall into the habit of running to the teacher with simple words to pronounce. They should be put to some trouble to spell and pronounce words after the teacher. The *habit* is soon broken.

A class recitation should not be a general exercise for the class. Each individual should be examined.

Do not make rules till they are needed. Strange and whimsical punishments are to be avoided.

Frequent and unannounced reviews give reliablity and confidence to the scholars.—*Prepared by I. N. Stewart, Co. Sup't. Waukesha Co.*

Teaching Latin.

We find in the Boston *Recorder* a letter from Dr. Kirk, highly recommending the method of teaching Latin, employed by R. L. Perkins, Esq., formerly of Stowe, Vt., and whose initials have often been seen in the *Freeman*, who is now successfully teaching Latin in Boston. Dr. Kirk's letter is as follows:

MESSRS. EDITORS:—If anything may be regarded as unphilosophical and cruel, it is the ordinary method of teaching the Latin language; making it an exercise of mere memory.

Do our teachers comprehend the delicate, complex machinery of a youthful mind? Do they not know that a kind Creator hath provided many alleviation to the burdens we are doomed to bear?

Our complaint is not that the grammar is not thoroughly taught; but that it is not thoroughly taught by cutting it up into doses to be administered daily, until the whole is swallowed. We complain

of the waste of time, the painful processes, the revolting associations, the unsatisfactory results of the prevalent method.

To state the case distinctly, we would describe the method as consisting in a division of the grammar into a certain number of sections for daily study, until the whole grammar has been thus committed to memory.

What remedy is then proposed? It is one which secures in the end a more complete comprehension of the grammar and remembrance of its rules. It enlists the higher intellectual faculties from the very first lesson. It awakens a zeal for discovery; it gives a consciousness of intelligent progress; it forms a habit of thoroughness and accuracy; it makes the pupil master of the grammatical structure of the classic writings.

The discovery of this method is mainly due Mr. L. Perkins, of Vermont, who acknowledges his indebtedness to Richards' Latin Lessons, and Crosby's Greek Lessons, for the first impulse in this direction.

It is now successfully employed by Mr. Perkins in the Pemberton Square, and other schools and classes in Boston.

The method is substantially this: The pupil begins with spelling one word, say, *a-u-l-a*. And as there are rules in the grammar for the division into syllables, for the accentuation, for the sounds of the letters, and for the rythmic value of each vowel, the pupil is directed to the rule determining each point respectively; and, by an apprapriate formula, he is taught to find and apply the rule for himself. Could you see the classes at work, you would witness the enthusiasm of a band of discoverers and explorers.

This is not theory; for we have witnessed it in individual learners and classes. The rule thus learned is no dry, dead, unmeaning statement. It is a friend found in a moment of need, helping him out of difficulty. The process of searching is full of interest. The discovery brings the satisfactory conviction of having made one solid step in advance.

After a few repetitions of any rule in application to a specific case, it becomes fixed in the memory, a possession for life. This we regard as a genuine mastery of the grammar.

Now, it was with surprise and satisfaction, on opening a strange book, a few days ago, we found that while Mr. Perkins is a real discoverer, one had preceded him in this, three centuries ago.

Robert Ascham, preceptor of Queen Elizabeth, made use of nearly the same method of instruction, which fact can be ascertained by reference to educational books of that day.—*Green Mountain Freeman.*

This method of teaching Latin, which to us is new, seems to be excellent and eminently practical. We propose to try it, and hope that our readers will also try it. ED.

Official Report of the Wisconsin Teachers' Association.

FOURTEENTH ANNUAL MEETING.

The Association met at Greenway Hall, Ripon, at 9 o'clock on the morning of Wednesday, July 25th, 1866, and was called to order by S. D. Gaylord, Prest. An address of welcome was made by A. M. Skeels, Mayor of Ripon, and was responded to by the President in his opening address.

The regular opening exercises of the Association were opened by singing "America," under the direction of Prof. Lampard, followed by prayer by Prest. Merriman of Ripon College.

On motion of Mr. Purdy, the Association voted to dispense with the reading of the minutes of last meeting.

The President then appointed Messrs. A. J. Cheney, of Delavan, O. R. Smith, of Geneva, and J. K. Purdy, of Milwaukee, a committee on enrollment.

Mr. W. D. Parker, of Delavan, was elected Treasurer pro tem.

Mr. Purdy moved that a committee of three be appointed to act upon the suggestions made in the President's address. Messrs. J. K. Purdy, I. N. Cundall, H. Comstock were appointed.

Mr. N. E. Goldthwait, of Mazomanie, moved that the President be authorized to appoint the usual committees. The motion prevailed.

A recess was taken, after which the Association was entertained by a song from the Columbians.

Prof. Alex. Kerr, of Beloit, followed with an exercise on Oral Instruction, in which he exemplified his methods with a class composed of six members of the Association.

Adjourned.

AFTERNOON.

The exercises were opened at 2 o'clock P. M., by the reading of the following resolution, by Mr. Rosenkranz:

RESOLVED, That a committee of three be appointed to draw up a memorial to the Senate of the United States, expressing the earnest desire of this Association, that that body may act promptly in the passage of the bill creating a national Bureau of Education, and that said committee be instructed to sign said memorial in behalf of this Association, and forward it to our Senators for presentation to the Senate.

Mr. Goldthwaite moved its adoption. It was discussed by Messrs. Rosenkranz and Whitford, and adopted.

The committee appointed consisted of Hon. J. G. McMynn, Prest. W. E. Merriman, Prest. Geo. M. Steele, of Appleton.

Mr. Purdy, from the committee on consideration of the suggestions made in the President's Address, reported as follows:

Your committee, to whom was referred so much of the President's Address as calls for consideration at the hands of this Association, do recommend the reference of the different suggestions therein contained to the following special committees, with instructions to report at their earliest convenience:

On the Means of Securing Better Attendance of Pupils—A. J. Cheeney, Delevan, F. C. Pomeroy, Milwaukee, Charlotte A. Alward, Milwaukee.

County Superintendents—Prof. A. Kerr, Beloit, J. E. Munger, Oshkosh.

Normal Schools — Hon. J. G. McMynn, Racine, C. H. Allen, Cincinnati, N. P. Gage, Ripon.

Journal of Education—Prest. W. E. Merriman, Ripon, D. W. Rosenkranz, O. R. Smith, Geneva.

Reorganization of the State Teachers' Association—Prest. S. D. Gaylord, Sheboygan, E. H. Merrill, Ripon, W. C. Whitford, Milton.

Mr. Rosenkranz moved the acceptance and adoption of the report. The motion prevailed.

At the request of Mr. Cundall, the President gave notice to the County Superintendents that there would be a meeting of all those officers in attendance at the close of this afternoon's session.

A motion to take a recess till three o'clock was lost.

The committee on enrollment reported the names of members for the purpose of correction. Mr. Rosenkranz moved that the name of Hon. J. G. McMynn be added to the committee on Journal of Education. Carried.

Mr. Goldthwaite offered the following resolution:

RESOLVED, That in the opinion of this Association the Legislature of this State should empower district and city boards to exclude from our public schools pupils under six years of age.

This resolution was discussed by Messrs. Pomeroy, of Milwaukee, Smith, and Comstock, of Janesville, Goldthwaite, and Lovewell, of Prairie du Chien, Allen, and Kissell, of Davenport, Iowa.

After a short recess the President announced the following committees:

On Nomination of Officers — O. R. Smith, A. G. Abbott, Miss A. W. Moody, A. J. Cheney, Miss Clara Winter.

On Place of Meeting — F. C, Pomeroy, J. E. Munger, J. T. Lovewell.

On Resolutions—W. C. Whitford, Ch. H. Allen, O. M. Baker, Miss Belle Hodge, Miss C. A. Alward.

On Spencer's Proposition—F. C. Pomeroy, W. C. Whitford,— — Kellogg, O. R. Smith, N. E. Goldthwaite.

Legislative Committee—A. J. Craig, F. C. Pomeroy, I. N. Cundall.

On Honorary Members — J. E. Munger, A. Everett, Nellie M. Briggs.

On Unfinished Business—D. G. Purman.

Finance—O. R. Smith, J. H. Terry, A. Everett.

After a song by the Glee Club, a discussion upon County Superintendency was conducted by Supt. Rosenkranz.

The President, after a recess, made a report, by request, on vocal music, being very largely assisted by the Glee Club.

Prof. Merrill, of Ripon, then gave a dissertation on the subject of Analysis. This was followed by remarks by Supt. Austin, of Waushara, and Prof. Merrill.

Adjourned to 8 o'clock.

EVENING.—The exercises were commenced at 8 o'clock by a song. Hon. J. G. McMynn addressed the Association upon the present condition and prospects of the Educational Work in the State. The address was followed by appropriate remarks from His Excellency Gov. Fairchild, and the exercises closed with some very enlivening music by the Columbians.

THURSDAY, JULY 26th.

The exercises of the Convention were opened with prayer by Rev. P. Work, of Ripon.

Dr. Hoyt, of Madison, was introduced, and made a few appropriate remarks.

Mr. McMynn read the following communication from the Spencerian Business College, and moved its reference to a committee, with instructions to report at their earliest convenience:

NATIONAL SPENCERIAN BUSINESS COLLEGE,
MILWAUKEE, WIS., July 21st, 1866.

Hon. John G. McMynn, Superintendent of Public Instruction,
Prof. S. D. Gaylord, President State Teachers' Association:

GENTLEMEN:—I beg leave through you, as the representative heads of Public Instruction, and the organized body of teachers of Wisconsin, to offer as prizes to the most meritorious *graduate* from each of the several high-schools, union schools, academies and literary colleges of the State, at the close of the next scholastic year, a full course scholarship in this institution, together with a membership in the National Union of Business Colleges.

In making this proposition I am actuated by a desire to place the department of education for which I am laboring in harmonious co-operation with the general system of education in our State, and throughout the country, by encouraging thoroughness in all departments.

In furtherance of this object, I desire on my own behalf, on behalf of the National Union of Business Colleges, and the buisness community in general, to sincerely deprecate the too prevalent and damaging policy of diverting young men prematurely, from other schools to the business college.

The time has arrived when business education and business colleges must take higher and broader ground in preparing young men for the active responsibilities of business life. This cannot be done so long as young men are improperly solicited to enter the business college without the preparatory education which it is not the province of such institutions to give; but which is the essential work of our public schools, academies and literary colleges.

I earnestly hope that the prevalence of more rational and liberal views on the subject will so regulate the whole matter that all departments of education will move forward hand in hand together in the path of systematic and substantial progress, without conflict of interest, while they unitedly advance the general good.

Should our offer be accepted, the Superintendent of Public Instruction, the officers of the State Teachers' Association, and the managers of the respective institutions and schools interested in the same, may determine the manner of carrying it into execution.

Very Respectfully,
ROBERT C. SPENCER, Principal.

The motion was carried, and a committee, consisting of Messrs. Pomeroy, Whitford, Prof. Kellogg, of Appleton, Smith and Goldthwaite, was appointed.

President Merriman asked to be excused from serving upon the Committee on JOURNAL OF EDUCATION. He was excused, and Prof. Merrill's name substituted.

Mr. Cundall offered the following resolution:

Resolved, That the State Superintendent be requested to embody in the forthcoming School Code, or publish in separate book form, a series of questions and answers covering points which have arisen under the School Law, and which are likely to recur.

The resolution was adopted.

Committee on unfinished business made the following report:

Your Committee on Unfinished Business beg leave to report, that upon examination of the record he finds the only unfinished business to be the following resolution:

Resolved, That a committee of three be appointed to correspond with the Teachers of Michigan, Illinois, Indiana, Iowa and Minnesota, in reference to the establishment and publication of an educational periodical, to be called, "The Northwestern Journal of Education," and that said committee report at the next meeting of the Association.

The President appointed Messrs. McMynn, Hendrickson and Coleman as such committee.

Respectfully submitted,
D. GRAY PURMAN, Com.

Mr. Cheny, from the committee on that part of the President's address relating to attendance, reported as follows:

The committee to whom was referred so much of the President's address as relates to attendance upon our public schools beg leave to report—Believing that there is nothing that so seriously affects the prosperity and efficiency of our schools as the irregularity and want of punctuality in attendance on the part of the pupils, the committee, for the purpose of eliciting the views of the Association, submit the following resolutions:

Resolved 1st, That it is the opinion of this Association that the Constitution of this State should be so amended as to require the apportionment of the School Fund to be based upon the number in *actual* attendance in our schools.

Resolved 2d, That the School Code should be so amended as to enable the teacher to legally suspend pupils for irregular attendance, and thereby lessen the district's proportion of the School Fund.

Resolved 3d, That in the opinion of this Association, the evil of non-attendance can only be reached by the strong arm of the law, and that the right of taxation for the support of public schools implies the right of a judicious and economical expenditure of that money for the public good, and that can only be attained by the

enactment of a law that shall require all the children between the ages of 7 and 15 years to attend some school at least five months in each year.

Resolved 4th, That the Legislative Committee be instructed to use all proper influence to secure such legislation as shall:—

1st. Require the regular attendance of pupils in our public schools at least five months in each year.

2d. Give school officers the power to exclude from the public schools all pupils less than 7 years of age, or shall require them to furnish said class of pupils a proper primary department.

Respectfully submitted,

A. J. CHENY,
F. C. POMROY,
Miss C. ALWARD, } Committee.

The report was laid over for future action.

Mr. McMynn spoke to the Association on school organization.

The usual recess was followed by a song. Prof. Abbott then brought before the Association his system of gymnastics, and illustrated with a class of little girls from the Ripon public school. Thisexercise was followed by another illustration with a class composed of members of the Association.

Adjourned to 2 P. M.

AFTERNOON.

The proceedings were continued by resuming the consideration of the report of the committee on attendance. Mr. Comstock moved the consideration of the resolutions contained in the report separately. Carried.

Mr. Purman, of Lancaster, moved the adoption of the first resolution. The motion was discussed by Messrs. Comstock, Allen and Cundall. Lost.

The second resolution was indefinitely postponed.

The third was discussed by Messrs. Comstock, Allen, Stewart of Waukesha, Wernli of Milwaukee, Atwater of La Crosse, Cheney, Smith, and Munger, and its further consideration postponed till seven o'clock.

After the recess, Mr. Pomeroy, from the committee on place of next meeting, reported invitations from Stoughton, Pr. du Chien and La Crosse, recommending the last named place.

A song was succeeded by a discussion upon Normal Schools, which was introduced by Mr. Purman.

After music by the Columbians, Dr. C. B. Chapman, of Cincinnatti, lectured upon chemistry, illustrating by appatatus.

Adjourned to 7 o'clock.

EVENING.

The discussion of the third resolution relating to attendance was resumed. Mr. Smith moved to amend by substituting the word "five" for "six." The amendment was carried. The resolution was further discussed by Mr. Wernli, and continued by Messrs. Munger, Pomeroy, Cheney, Gow, Comstock, Gaylord and McMynn.

Mr. McMynn moved to amend by striking out all after the word "small," and inserting the following: "Authorize city and town authorities to require the attendance of all children residing in any county or town of the State to attend some school for at least five months during the year." Messrs. Pomeroy, Gow, Smith, Purman, Comstock, Atwater and Abbott spoke upon the amendment. It was lost, and the resolution prevailed.

The fourth resolution in the report was discussed by Messrs. McMynn and Gaylord. The resolution was adopted.

Jas. McAllister, Esq., of Milwaukee, then delivered an address upon "The Way to the Nation's Destiny," and the session closed with a song from the Columbians.

FRIDAY, JULY 27th.

Prayer by Rev. Mr. Cook, of Ripon. Mr. McMynn, from committee appointed at last annual meeting to report on establishing North Western Journal of Education, made a verbal report, stating that owing to the existence of journals in the neighboring States, the officers having charge of those journals were disinclined to enter into the enterprise.

As chairman on the committee on Journal of Education, Mr. McMynn reported as follows:

The committee to whom was referred the subject of a Journal of Education would respectfully report:

1. That after consulting the committee appointed at the last session of the Association to correspond in reference to the establishment of a Northwestern Journal of Education, the undersigned have learned that although no definite action has been taken in establishing a journal, yet they believe that at no distant day an educational monthly will be published by responsible parties, and of such a character as will meet the demand now so seriously felt, and that prompted the action already referred to at the last annual meeting.

2. Your committee, remembering the experience of this Association, are not willing to recommend that it should assume the responsibility of again publishing a monthly.

3. Your committee feel that it is due to the enterprise and energy of Wm. H. Peck to state that they highly appreciate his efforts to afford the teachers of the State a journal of their own, and should he continue the publication of the journal that he has edited during the past six months, we feel that every effort that is practicable should be made to sustain him.

4. The undersigned believe that the day is not far distant when a weekly publication, containing the current educational news, will be sustained in this State, and your committee do not feel confident that the day has not already come.

5. Your committee would report for the consideration of the Association the following resolution:

Resolved, That a committee of five be appointed with instructions to examine and report at the next meeting of the Association as to the practicability of publishing an educational weekly.

JOHN G. *McMYNN*,
O. R. SMITH,
E. H. *MERRILL*.

Mr. McMynn being called away took leave in a short and feeling address.

Mr. Smith, from committee on finance, reported as follows:

Your committee have had under consideration the report of A. D. Hendrickson, Treasurer, and find it to be correct. Also the following accounts, which they would recommend should be allowed:

H. N. Ross, for Printing,.....	$14 75
S. D. Gaylord, Postage,.....	3 90
J. H. Terry, Stationery, &c.,.....	1 60
Smith & Bryant, Printing,.....	1 75
Dr. Chapman, Expenses,.....	4 55
J. *McAllister*, do	5 00
Total,.....	$31 55
Amount Received by the Treasurer for *Membership*,	$77 00
Deducting the sum of the above accounts,.....	31 55
Leaves in the Treasury,.....	$45 45

All of which is respectfully submitted.

O. R. SMITH,
J. H. TERRY, } Committee.
A. EVERETT.

Mr. Kerr, from committee on county Superintendency, made the following report for that committee:

The committee appointed to report on so much of the President's address as related to the County Superintendency, beg leave to present the following resolutions:

Resolved, That this Association request our next Legislature to change the time of the election of County Superintendents from the general election in November to the municipal and town election in April, for the purpose of avoiding political influence in the choice of these officers.

Resolved, That the educational interests of this State would be promoted by requiring county Superintendents, before entering upon the duties of their office, to obtain certificates of qualification from an examining committee, composed of the State Superintendent together with such assistants as he may select.

Resolved, That the salary of the county Superintendents should be made commensurate with their duties, so that they may be able, without detriment to theselves, to devote their time, talent and energy to the improvement of our common schools.

ALEXANDER KERR,
J. E. MUNGER,
JOHN AUSTIN.

Mr. Pomeroy, from committee to report on communication of R. C. Spencer, made the following:

The committee to whom was referred the generous proposition of Prof. R. C. Spencer, beg leave to report; and we make our report in the following resolutions:

Resolved, That, through the President of this Association, we present our earnest and sincere thanks to Prof. R. C. Spencer for his very liberal offer to the schools of our State.

Resolved, That a committee be appointed by the association to carry out the details of this proposition, and to report the result of their doings at their next annual meeting.

Mr. Allen, from committee on normal schools, asked that the committee be discharged. *Mr.* Cheney moved that the committee be instructed to report at the next annual meeting. Carried.

Mr. Baker read the following Treasurer's report:

Wisconsin Teachers Association in acc't with A. D. Hendrickson:

To paid sundry bills at Whitewater as per vouchers,	$24 20
Paid for publishing Senator Howe's address,.....	38 00
Paid J. B. Pradt, as per vote of Association,.....	37 37
Total,.....	$99 57
By balance in hands of Rev. J. B. Pradt,.....	30 57
Members fees at Whitewater,.....	69 00
Total,.....	$99 57

A. D. HENDRICKSON, Treasurer.

Mr. Cundall opened a discussion upon school recitations. He was followed by *Mr.* Stewart. The discussion was postponed till the afternoon session.

An address on Geography was made by Prof. Everett, of Oshkosh.

*A*fter a recess, which was followed by music, Prof. Baker spoke upon School Examinations, closing with the following resolution:

Resolved, That in the opinion of this *A*ssociation no teacher should introduce any other public exercises than regular examinations at the close of each term, and that all so-called evening exhibitions of schools are detrimental to the best good of the schools giving the same.

The resolution was discussed by *M*essrs. Goldthwaite, Baker and Pomeroy. The further discussion was postponed to the afternoon hour.

*A*djourned to 2 o'clock.

AFTERNOON.

The session was opened by presentation of reports.

The report of committee upon place of meeting was taken up, and after some discussion referred to Board of Councillors for their action.

*M*otion made and seconded that resolution of committee on Journal of Education be adopted. Carried.

Report of finance committee read and adopted.

Report of committee on county Superintendents read. 1st, 2d and 3d resolutions adopted.

Report of committee on Prof. Spencer's communication was read and adopted, and, in accordance with that resolution, same committee was continued.

Report of committee upon honorary members read and adopted:

Your committee would recommend the following persons for honorary members of the State Teachers' *A*ssociation:

Gov. Lucius Fairchild, *M*adison; Pres. *M*erriman, Ripon College; Jas. *Mc*Allister, *M*ilwaukee; Dr. C. B. Chapman, Cincinnati; Rev. J. W. Walcott,————; R. C. Spencer, *M*ilwaukee; Dr. Stors Hall, Rosendale.

J. E. *M*UNGER,
A. EVERETT,
NELLIE BRIGGS. } Committee.

The committee to whom was referred the subject of a National Bureau of Education, respectfully report:

We recommend that the memorial presented to Congress by the National Association of State and City School Superintendents, last February, for a law establishing a National Bureau of Education, be adopted by this Association, and that the President and Secretary be directed to sign it for the Association, and to forward it to Congress immediately.

W. E. MERRIMAN, Ch'n.

Committee on nomination of officers for next meeting reported as follows:

Officers of Wisconsin Teachers Association for the ensuing year:

President—O. M. Baker, Milwaukee.

Vice Presidents — J. T. Lovewell, Prairie du Chien; Lucy E. Foote, Spring Prairie; R. A. Burritt, Manitowoc.

Secretary—Warren D. Parker, Janesville.

Treasurer—Arthur Everett, Oshkosh.

Executive Committee—Alex. Kerr, Beloit; S. D. Gaylord, Sheboygan; A. J. Craig, Madison; F. C. Pomeroy, Milwaukee; I. N. Cundall, Rosendale.

Received, and chairman directed to cast ballot for Association, which was done, and the nominations were unanimously declared elected. Mr. Baker was called for, and made brief and appropriate remarks.

Prof. Merrill extended an invitation to the members of the Association to visit the College.

After recess, Mr. Stewart, of Waukesha, moved the reconsideration of report on JOURNAL OF EDUCATION—carried. Third part was read and spoken on by Messrs. Peck, Gow, Kissell, Smith, Allen and Goldthwait. It was re-adopted.

The following Committee on Educational Weekly was appointed: Messrs. McMynn, Cundall, Merriman, Whitford and Kerr.

Methods of Recitation resumed by Allen and continued by Wernli.

Consideration of resolution relating to school examinations was resumed and debated by Baker and Goldthwait.

Adjourned.

EVENING.

Called to order by President. After some remarks by President and a song from the Columbian Glee Club, the resolutions were again considered:

1st Resolution—adopted. 2d Resolution—Stewart, of Waukesha, moved an amendment, inserting the word "President" after

the word "Congress." Amendment lost—Resolution adopted. 3d, 4th, 5th and 6th Resolutions adopted. 7th Resolution read, and after listening to a song from Miss Davis, Mrs. Wheeler and Mrs. Merriam, and discussion by Messrs. Allen, Gaylord and Purman, the resolution was adopted. 8th Resolution adopted.

The conclusion of the resolutions closed the business of the session, after which remarks were made by various members of the Association and citizens of Ripon. Session closed by singing the Doxology.

J. H. TERRY, Sec'y.

Names of Members of the Wisconsin State Teachers' Association, for the year 1866.

GENTLEMEN.

Alex. M. Gow,..... Chicago
A. G. Abbott,..... Milwaukee
Frank Peavey,..... Chicago
W. M. Scribner,..... do.
A. Everett,..... Oshkosh
J. M. Rolfe,..... Chicago
J. F. Devine,..... Lamberton
W. D. Parker,..... Delavan
J. T. Lovewell,... Pr. du Chien
A. S. Kissell,... Davenp't, Iowa
L. B. Evesdell,..... Ripon
R. B. Crandall,..... Baraboo
H. N. Comstock,.... Janesville
J. K. Purdy,..... Milwaukee
J. Weinli,..... do
D. G. Purman,..... Lancaster
G. D. Stevens, Richland Center
A. J. Craig,..... Madison
F. B. Brewer,..... Jefferson
J. E. Atwater,..... La Crosse
O. P. DeLand,..... Madison
J. A. Sabine,..... do
A. J. Kingman,.. Harvard, Ills.
W. E. Merriman,..... Ripon
G. G. Lyon,..... Chicago
J. S. Bliss,..... Columbia
B. Newell,..... Beaver Dam
S. D. Gaylord,..... Sheboygan
J. S. Silsbee,..... Two Rivers
I. N. Stewart,..... Waukesha
E. H. Merrill,..... Ripon
G. F. Phelps,.....Chicago
A. J. Cheney,.....Delavan
E. J. Gibson,.....Milwaukee
G. W. Bird,..... Jefferson
O. R. Smith,..... Geneva
F. C. Pomeroy,.....Milwaukee
L. B. Purmort,.....Menaska
J. K. McGregor,.....Waupaca
D. McGregor,..... do
J. McGran,.....Stevens' Point
S. A. Olin,.....Rio
A. A. Spencer,.....Berlin
D. Thomas,.....Kingston
J. E. Munger,.....Oshkosh
J. H. Terry,.....Spring Green
J. Austin,.....Berlin
A. P. Morgan,.....Milwaukee
Knox Tipple,.....Rutland
W. Isenburg. Bloomington, Ills.
N. E. Goldthwaite,..Mazomanie
W. H. Peck,....Mineral Point
A. Kerr,.....Beloit
A. L. Stearns,.....Milwaukee
F. D. Hunt,.....Milwaukee.
O. F. Bright,.....Elkhorn
H. B. Barker,.....Menaska
J. J. Tracy,.....Green Bay

D. W. Rosenkranz,.. Columbus
E. B. Gray,.....Whitewater
W. C. Whitford,..... Milton
A. A. Safford,..... Madison
I. N. Cundall,..... Fond du Lac
O. M. Baker,.....Milwaukee
F. M. Neal,.....Shegoygan
F. Hammond,.....Rosendale

LADIES.

Clara J. Kneeland.....*Hartford*
C. A. Latham....*Spring Prairie*
M. C. Jewett.....*Racine*
Anna M. Ward.....*Auburn*
C. R. Lawrence.....*New Lisbon*
L. J. Whiting.....*Ripon*
Eunice L. Strong..... *do*
Emma Everdell....*Fond du Lac*
L. S. McKittrick.....*Berlin*
M. E. McGowan.....*Auroraville*
Adelia Metcalf.....*Spring Lake*
Belle Metcalf..... *do*
S. J. Dawson.....*Appleton*
Hattie Paige.....*Marquette*
Franc A. Miller.....*Ripon*
A. H. Amerman..... *Waukan*
Nellie M. Briggs..... *Geneva*
Emma D. Barr..... *do*
Aristeen Curtis..... *do*
M. L. Shepherd.....*Hartford*
Mary Maxy.....*Ripon*
Kate Abbott.....*Milwaukee*
Maggie Richardson..... *Omro*
L. J. Foote.....*Spring Prairie*
M. S. Morgan.....*Hartford*
M. J. Miller.....*Ripon*
E. M. Gleason.....*Marquette*
P. A. Mihills.....*Fond du Lac*
Gertie H. Smith.....*Ripon*
M. J. Gurnee.....*Milwaukee*
E. M. Carpenter...*Fond du Lac*
Jennie Murphy.....*Milwaukee*
Mattie Wiest..... *Waukesha*
Mary E. Messenger.... *do*
E. L. Dean.....*Sheboygan Falls*
Mrs. G. W. Bird.....*Jefferson*
J. V. White..... *Waukan*
A. S. Brush.....*Omro*
Nancy M. Clark.....*Ripon*
A. J. Newcomb..... *Oak Park*
M. F. Bailey.....*Milton*
A. M. Fenner..... *do*
J. C. Bond..... *do*
F. S. White..... *Waukan*
J. E. Kinney.....*Appleton*
Franc A. Walker....*Milwaukee*
A. C. Purdy.....*Delafield*
M. F. Wilson..... *Milwaukee*
E. A. Eastman..... *do*
Josie Moore.....*Lyons*
Hettie Brundige.....*Ripon*
H. E. Foote..... *Waukan*
Julia C. Lakin..... *Waupun*
Rosa A. Lopez.....*Ripon*
M. J. Hamilton..... *Milwaukee*
A. S. McGinley..... *do*
C. H. Williams..... *Auburn*
G. C. Williams.....*Kewaskum*
C. A. Alward.....*Milwaukee*
Annie Sterling..... *do*
Mrs. Lovewell..*Prairie du Chien*
L. D. Brown.....*Utica*
R. R. Burnett.....*Manitowoc*
C. A. Curtis.....*Mauston*
A. W. Moody.....*Geneva*
A. E. Aiken.....*Markesan*
H. G. Rosenkranz.....*Columbus*
L. A. Flanders.....*Milwaukee*
J. M. Woodbury.....*Cooksville*
B. E. Hodge.....*Sheboygan*
A. B. Bundy.....*Rio*
S. A. McCune.....*Ripon*
Mertie Burrons.....*Omro*
M. L. Wescott.....*Bacten*
E. L. Park.....*Madison*
Lydia Sharpe..... *do*
G. B. Decker..... *do*
Anni Kavinagh..... *do*
Kate Kavinagh..... *do*
J. Noonan..... *do*
H. H. Brown.....*Lamertine*
C. A. Lucie.....*Ripon*
Eva O. Stewart..... *do*
Hattie Stewart..... *do*
Hat Whitney... *West Rosendale*
Hattie E. Barts.....*Ripon*

Nellie H. Bacon.....*Appleton*
J. Daly.....*Oshkosh*
L. O. Osborn.....*Portage City*
M. L. Cole.....*Sheboygan*
M. H. Warren.....*Chicago*
F. R. *M*iller.....*Ripon*
M. H. Chapman...*Fond du Lac*
Emma Jones..... *do*
F. Hammond.....*Rosendale*
J. Sterling.....*Milwaukee*
N. E. Henderson..... *do*
A. P. Clark..... *do*
L. E. *M*artin.....*Sheboygan*
E. B. Chaffee.....*Potosi*
E. J. Tubbs.....*Green Lake*
*A*delie Stewart.....*Ripon*
Phebe Carter.....*Omro*
S. J. Valentine.....*Ripon*
C. S. Walker.....*Oshkosh*
M. L. Boyd..... *do*
F. E. Wood.....*Green Lake*
L. H. *A*dams.....*Omro*
*M*yra Kimball.....*Berlin*
I. Irene Wilcox.....*Ripon*
C. Chadborne.....*Green Lake*
M. Wellcome.....*Mockford*
A. M. Phelps.....*Darien*
Mrs. D. McGregor....*Waupaca*
M. G. Sherman.....*Ives Grove*
A. E. Friend.....*Ft. Atkinson*
Mary Jenkins.....*Sheboygan*

BOOK NOTICES, &C.

BULLION'S COMMON SCHOOL GRAMMAR, An Introduction to the Analytical and Practical Grammar, by Peter Bullion, D. D., Author of the Series of Latin and Greek Readers and Grammars. Published by Sheldon & Co., New York.

We have the pleasure of acknowledging the receipt of this work, and we cordially recommend it to the consideration of all teachers. For simplicity of style it certainly has no equal. The arrangement of topics is systematic and convenient. Like all the works of this author, it has few faults and many excellencies.

STODDARD'S NEW PRACTICAL ARITHMETIC.—Sheldon & Co., New York.

In preparing this book the author's designs were to present to the pupil the principles of Arithmetic in simple language without perplexing the mind with puzzling questions and useless theories. The designs of the author have been admirably executed, the questions and their answers and the illustrations are concise, yet simple; the examples, plain and practical.

STODDARD'S RUDIMENTS OF ARITHMETIC, is also deserving the attention of teachers. It is more simple and contains less matter than the one above noticed; it is designed for beginners.

ELEMENTS OF PRONUNCIATION, Containing many Orthoepic Discoveries, by Caleb Bates Josselyn. Published by Walker, Fuller & Co., Boston. Price 35 cents.

This little book contains much valuable information to teachers

and public speakers on the classification of letters and the pronunciation of words. The author solicits from teachers and others lists of words of doubtful pronunciation, showing how they are accustomed to pronounce each. The author desires this aid in the preparation of a new work on Words of Disputed Pronunciation.

NORTH AMERICAN REVIEW for July is received, and in our estimation has not been surpassed by any preceding number. Among the writers of this number are, John Stuart Mill, B. F. Clark, Sir James Macintosh, Daniel Noble, M. D., and Hugh A. Garland. The following is the table of contents: Indian Superstitions, the Mahabharata, Sumptuary Laws, Moral Criteria and the Moral Sentiments, the Mexican Question, John Randolph, the Mechanics of Modern Naval Warfare, English Poetry of the Period, the Right of Suffrage, and Critical Notices. Ticknor & Fields, Publishers, Boston, Mass.

THE TEACHER'S ENCYCLOPEDIA.—Teachers, as a class, cannot provide themselves with encyclopedias, or such otber books of reference as would aid them in their labors, but in the latest edition of Webster's magnificent Quarto Dictionary they have a worthy substitute. Whenever I meet teachers in their associations or institutes, or in private, I earnestly present to them the great advantage they would derive from having this work near them. It will tend to make them accurate, while the definitions and illustrations will suggest many new ideas for elaboration among their pupils.—*W. R. White, State Sup't. of Free Schools for West Virginia.* Wheeling, March 21, 1866.

SCHOOL GOVERNMENT—A practical treatise, presenting a thorough discussion of its facts, principles, and their applications; with critiques upon current theories of government, and schemes of administration for the use of Normal Schools, practical teachers and parents, by Frederick S. Jewell, A. M. Published by A. S. Barnes & Co., 111 and 113, William street, New York.

The author first considers the necessity of good government, believing that in the school as elsewhere, "Order is Heaven's first law," and that there can be no real success anywhere without it; he proceeds to state the obstacles in the way of good government; he considers school government as derived from parental authority; the relations of school government to the school and its consequent characteristics; the general elements of school government; requirement, judgment, correction, punishment; application of prin-

ciples to specific schemes of discipline and to departmental schools; finally a general *resume* of the species of school government, their characteristics, and the qualifications requisite to their administration.

SCIENCE OF GOVERNMENT—By Joseph Alden, D. D., L. L. D., published by Sheldon & Co., 498 and 500, Broadway New York, 248 pp.

The want of a text book on government has long been felt in our public schools. It has been stated, how correctly we know not, that not one voter in ten, in this State, understands intelligently the workings of our own government. This excellent book first considers the object and necessity of government, the right of suffrage, liberty and law, the different kinds of government—Monarchies, Aristocracies and Republics—theories of representation, &c. The author then proceeds to consider our own government from its very origin, the colonial government, continental congress, revolutionary government, the confederation, the formation and adoption of the constitution, its nature &c., explaining the manner of electing representatives, senators and president, the nature of their respective offices and their powers; he devotes one chapter to the judicial department, one each to the constitutions of states and international law. We hope every teacher will examine this work, and if they cannot introduce it as a text-book in the school, teach it orally to their students. The book is particularly adapted to High Schools.

ERRATA.—Page 155—For "pupils," read *pupil's*. Semicolon after "drowsy and dronish round of alphabet," should be a *comma*.

Page 156—The period after "Here it is that the book first becomes useful," should be changed to a *colon*. "And not like a lifeless repetition," should be, *and not a mere lifeless repetition*.

Page 157—For "way," read *means*.

Page 159—For "dog," in fourth line, read *dry*

WE have received and will notice in our next issue the following books: The Bible Reader, Bullion's Latin Grammar, McGuffey's Series of Readers, revised and improved; Edwards' New Sixth Reader; Hillards' Series of Readers.

WISCONSIN

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German Schools and Schoolmasters.

The Schools throughout Germany are excellent—in some respects, the best in the world. They are conducted with great care, and under strict municipal regulations. The teachers are generally persons of superior ability and thorough education. The business of teaching is a profession in itself. A great feature in these schools is the amount of oral exercise through which the children are required to pass. No mere learning by rote is permitted. Every study must be thoroughly understood; and however little a pupil may acquire, he must comprehend it as far as he goes. Superficial show is altogether disregarded. Until a boy is duly qualified in a primary class, he cannot enter a higher one. Great attention is bestowed upon those studies most likely to be of use to the pupil in future life, as, for example, the modern languages, mathematics, civil engineering, geography, drawing, book-keeping, natural philosophy, geology, etc. Due regard is also paid to the health of the pupil. He is required to exercise at frequent intervals; to bathe, sing, walk, and hold himself in an erect position. Very little time is allowed for idle and disreputable practices. The school hours in summer are from seven in the morning till six in the evening, with an intermission of two hours for dinner; in winter from eight to seven. All the studies are performed in school, with the exception of such extra lessons in music and the languages as may be desired. In this way there is but little opportunity for street playing and rowdyism—too common a practice in our country. At schools for boys, all are considered boys, big and little, and are so treated. Precocious young gentlemen of sixteen are regarded with

special disfavor. Neatness and cleanliness in dress and person are imperatively required. These remarks will apply in general terms to schools for girls.

The relations between teachers and their pupils are of the most kindly and affectionate character. The same interchange of friendly souvenirs which so frequently takes place in families, is also a prevailing custom in this connection. Birthday and Christmas presents are made to the teachers, and on these occasions the whole school unites in doing them honor. Affectionate addresses are delivered on both sides, ond there is always a very happy scene of rejoicing.

On a certain day of the year the boys are privileged to scourge their teacher with birchen switches, in satisfaction of old scores. This is a grand time, as may well be supposed. Every body in the school comes prepared with his individual switch, which he uses with a zeal and energy that does credit to his gymnastic education. Unlucky is the pedagogue who has laid up a heavy score to his debit, for he is sure to get it with interest. There may be such a thing as future retribution, but boys are not apt to think of that. Delighted at the opportunity afforded them by this day of unrestrained pleasure, they repair to school with their switches gayly tied up with ribbons; and, after an affectionate greeting of the master and ushers, who are especially civil on these occasions, they soon begin to lay about them with joyous shouts, and the school-room becomes a scene of uproar and frolic that baffles description. Generally the master begs off, after a pretty lively warming, but the younger teachers are compelled to run and jump, struggle and implore, till quite exhausted. Big and little boys shower down upon their backs and shoulders a torrent of energetic blows, hold them by the skirts of the coat, drag them out of their fortified retreats behind the desks, hop upon the benches to get effective positions, and shout with unmitigated delight when they set the unlucky pedagogues a roaring with real or imaginary pain. It is a scene of glorious and enthusiastic fun. The teachers seem to enjoy it as much as the pupils; and after it is all over, and the old scores are fairly paid up, hands are shaken all round, and the boys are patted on the head, and complimented for their zeal and activity in this esseential branch of their education. An unreserved and affectionate relationship is thus kept up between the teacher and their pupils and I have never known it to degenerate into disrespect.

During the summer holidays, pedestrian tours are made through various parts of the country, having in view, health, recreation, and instruction. Sometimes these tours extend into the mountains of Switzerland and Bavaria. The classes are accompanied by their teachers, who omit no opportunity of instilling into their minds a practical knowledge of geology, botany, entomology, and such other studies as come within the sphere of their rambles. Each boy carries with him a tin case, in which to preserve the specimens picked up by the wayside. As they wander along through the most beautiful and picturesque parts of the country, they sing glees and choruses, make sketches of the old castles, or bathe in the mountain streams. They are the happiest set of beings in existence. Knowing no troubles, overflowing with health, and in the full enjoyment of liberty, they present a picture of pure and perfect happiness, if such a thing can exist upon earth. Will any one pretend to say that such a life as this, innocent and refining in all its tendencies, is not infinitely better than the holiday-life of our American children? Here there is no dissipation, no encouragement to evil or profligate habits, no morbid and unwholesome excitements. A love of nature in its most attractive aspects is encouraged. Not a stick, or stone, or flower on the way-side, but has its meaning. The beautiful legends of the country are the subjects of song and story. Health earned by exercise brings with it an increased capacity for study. The mind and body are refreshed, and when the holidays are over, the teachers and pupils return to their duties with clear heads and strong nerves. In this way the Germans acquire those robust constitutions which are the admiration of the world; and among our Teutonic citizens we find the best civil engineers, draughtsmen, chemists, botanists, and geologists to develop the resources of our country.—[From J. Ross Browne's new book, "An American Family in Germany," published by Messrs. Harper & Brothers, New York.]

READING.— He who can not read can do little else. He who can not quietly study the thoughts of others will have little food for his own thought, and his mind must be dwarfed. Nor can he who has not learned to read listen with profit to the reading of another: his mind has not grasp enough to comprehend the truths presented.

J. L. PICKARD.

Common Schools.

FROM THE "GOVERNOR'S MESSAGE."

One of the most important and interesting reports which is yearly submitted to the legislature, is that of the Superintendent of Public Instruction. In this age of intellectual improvement it is admitted by all that no one thing conduces more to the national security and prosperity, than the education of the masses. While this is undeniably true in its application to governments in general, it is recognized as a fundamental axiom in the the peculiar one under which we live, and, as such, is the first duty of our legislators to foster and encourage popular education. During the struggle through which we have just passed, the Colleges and Common Schools of the country have proven sources of great national strength, and it may be truthfully asserted, that opposition to the government, not clearly traceable to intelligent malignity, has for the most part been based upon the ignorance of the masses.

I concur fully in the valuable suggestions made by the Superintendent, especially those relating to irregular attendance upon school, and the importance of State aid in the establishment of school libraries. I note with pleasure that the services of our teachers are becoming more highly appreciated and that during the past year this has resulted in slightly increasing their remuneration. This is a step in the right direction.

The number of children in the State between the ages of four and twenty is, 352,005; increase during 1866, 12,980; number attending public schools, 234,265; increase during 1866, 11,198; number of teachers employed, 7,879. The whole amount expended by the people, in support of common schools was $1,190,289.10. Increase during 1866, $135,187.77. The amount of the school fund at the close of the fiscal year was $2,141,892.17. The total receipts for the fiscal year, being for sales of lands, dues, loans paid, taxes, &c., amounted to $329,412.44. The disbursements were: to counties, taxes collected, $22,827.45; invested in Wisconsin securities, $393,700.00; transferred to other funds and refunded $4,053.29; total $420,580.74. Balance in fund Sept 30, 1865, $10,465.06. Leaving the fund overdrawn by investment in Wisconsin bonds, $8,703.00. The amount of and belonging to the fund is 463,463.93 acres. The interest accruing

from the school fund, together with twenty-five per cent. of the Normal School Fund Income, constitutes the School Fund Income, the receipts of which, during the fiscal year, were: interest, $165,669.71; transferred from other funds, $14,854.87; fines, sales of dictionaries, timber and refunded; total, $182,119.64. The disbursements were as follows: Apportioned by the State Superintendent, $152,560.80; clerks in Land Department, $8,197.4; transferred to other funds and refunded, $14,114.35; advertising, printing, protecting land and attorney's fees, $5,177.56; total, $180,049.76.

NORMAL SCHOOLS.

After fully considering all propositions received from different localities, the Normal School Regents resolved to establish schools at the following places: At Whitewater, which donates a site and $25,000. The school building is now being erected and will be ready for occupancy next fall. At Platteville, which donates the Platteville Academy buildings, with $1,100 to put the same in complete repair, and $5,000. This school has been opened and I am happy to say is a complete success. At Oshkosh, which donates a site and $30,000, the necessary buildings to be erected as soon as practicable. At Stoughton, which donates a site, $36,000 and forty acres of valuable timber land. At Sheboygan, which donates a site and $35,000, the propable cost of the requisite buildings. All of these schools will be opened at as early a day as the condition of the funds will warrant, and from them there is every reason to anticipate a very great benefit to the educational interests of the State.

The fund is a magnificent one and to those who originated and advocated the legislature which created it, the people of the state are under lasting obligations.

The total productive Normal School Fund now is $598,999.92, and the number of acres of land belonging to the fund is 493,910.

The receipts for the past year amounted to $83,032.06, and the disbursements were as follows: Wisconsin bonds purchased, $68,000.00; printing and refunded items, $3,732,.69; transferred to other funds, $21,590.75; total, $93,323.44.

The receipts of the Normal School Fund Income amounted to $69,430.94. The disbursements for regents, clerks, buildings, attorneys' fees, transferred to other funds and protecting lands, amounted to $22,766.03, leaving a balance in this fund of $56,940.20,

to which may be added $110,000.00 to be paid by the localities above named, and $32,197.50 interest which will accrue to the fund early this year, making a grand total of $199,147.70, subject to the order of the regents.

THE STATE UNIVERSITY.

The State University having been reorganized, and the lands granted by the general government to the State in aid of an agricultural college added to its resources, there is every reason to believe the institution has entered upon a more permanent and extended career of usefulness.

The regents appointed under the provisions of chapter 114, laws of 1866, entered upon the discharge of their duties on the 27th day of June last. Their report shows that the county of Dane has delivered to them county bonds to the amount of $40,000, and they ask of you the authority, which I think should be unhesitatingly granted, to invest in these bonds a corresponding amount of the University fund. They also report the purchase of 195 acres of land adjoining the original plat, including various buildings, for an experimental farm, at a cost of $27,054.00.

The total productive fund of the institution is now $168,298.55, the interest of which, together with such sums as may be received for tuition, room rent, &c., will insure an annual income of about $15,000.00, while the estimated expenditure for each year is about $21,000.00 leaving the institution inadequate to its proper support by about $6,000.00.

There are 17,982 acres of University land and 233,556 acres of Agricultural College land belonging to the fund, and as they are disposed of, the deficit will, of course, diminish.

The Regents ask, and with good reason, that the State make up this deficit, by refunding the sums which for years past it has ungenerously and in direct violation of law, taken from the fund to pay the expenses of its management, amounting in the aggregate to $10,500.00. They also assert, and with apparent justice, that the State should pay interest upon $100,000, the use of which it unwarrantably permitted in the erection of the present buildings. The admission, under the provisions of the law of 1866, of one student from each assembly district free of tuition charge, though in every respect just and wise, will necessarily operate to reduce somewhat the income which it would otherwise have

received. I commend the suggestions and recommendations of the Regents, in all of which I concur, to your careful consideration.

I have observed with much satisfaction that the University has outlived the fierce opposition which it has encountered on nearly every side since its organization, and bids fair to become what it should be in this State. A little timely assistance from the State each year will soon place it beyond the need of pecuniary help. That it has not received such aid in the past, none can deny. Indeed, had the object of the State been to cripple and harrass it, means better adapted to the end could hardly have been chosen. Not a single dollar has ever yet been expended by the State for its benefit, and in this regard the legislation of this State suffers much by a comparison with that of our neighbor, Michigan.

I trust that simple justice will be awarded to that University, and that, in future, it will receive from the State that liberal support and encouragement which is due from an enlightened public opinion, recognizing the fact that in education is to be found one of the strongest bulwarks of our government, State and National.

Who are Entitled to Admittance to the Normal Schools.

A CIRCULAR FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

Each Assembly district in the State shall be entitled to six representatives in the Normal Schools, and in case vacancies exist in the representation to which any Assembly district is entitled, such vacancies may be filled by the President and Secretary of the Board of Regents.

Candidates for admission shall be nominated by the County Superintendent of the County, (or if the County Superintendent has not jurisdiction, then the nomination shall be made by the City Superintendent of the City,) in which such candidate may reside, and they shall be at least sixteen years of age, of sound bodily health and good moral character. Each person, so nominated, shall receive a certificate setting forth his name, age, health and character, and a duplicate of such certificate shall be immediately sent by mail by the Superintendent to the Secretary of the Board.

Upon the presentation of such certificate to the Principal of a State Normal School, the candidate shall be examined under the direction of the Principal of said School, in the branches required by law for a third grade certificate, except History and Theory and Practice of Teaching, and if found qualified to enter the Normal School in respect to learning, he may be admitted, after furnishing such evidence as the said Principal may require, of good health and good moral character, and after subscribing the following declaration:

I do hereby declare that my purpose in entering the State Normal School is to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the schools of this State.

No person shall be entitled to a diploma, who has not been a member of the school, for which such diploma is granted, at least one year, nor who is less than nineteen years of age; and a certificate of attendance may be granted by the Principal of a Normal School to any person who shall have been a member of such school for one term, provided, that in his judgment such certificate is deserved.

To all persons found qualified to enter a State Normal School, if residents of this State, tuition is free. The object in establishing these institutions is to provide qualified teachers for our public schools. Permit me to ask your earnest co-operation in this great work.

I am very respectfully,

Your obedient servant,

JNO. G. McMYNN,

Sup't Public Instruction.

The Schoolmaster M. D.

In the State of New York ('tis a long time ago)
  A great operation occurred:
I am speaking the truth, and I'd have you to know
That I'm quite willing to swear that it's so,
  Or affirm, if you dare doubt my word.

T'was at Greenwich the school-house I'm speaking of stood—
  A battered old shanty, I vow;
Though 'tis twenty years since, it is standing there yet,
On an island not round; if you go there, I'll bet
  You'll find it the same even now.

And in it, most likely, a hard set of boys,
  All ready for any high game;
And of girls, too, quite willing to share in such joys:
All ripe for a frolic and fond of a noise;
  In youth you and I were the same.

But just at the time I am writing of now,
  The building was cheerless and lone;
The windows were broken; and only a cow
Seen grazing beneath the old willow-tree bough,
  Or a mangy dog gnawing a bone.

And the reason no Busby would take it in hand
  Was because of the tales that were told:
How Jack's finger was cut, and Joe rolled in the sand
By the widow's son Dick, and the Hollingshead band
  Were licked by Tom Raynor the bold.

Then duly next morn came the mothers to pray
  That the teacher would cowhide them well;
Or if Dick and Tom Raynor were not sent away
They wouldn't send Johnny nor Joe ne'er a day,
  And would take away Kitty and Bell.

Poor teacher! Each day he was bothered and pained
  To settle the wars of the eve,
Till, with patience exhausted, he fairly complained
"No mortal could stand it!" and further proclaimed
  "That he had determined to leave."

'Twas long ere another was willing to try
  The place thus vacated and lorn,
Till a grave, learned Doctor, who that way passed by
And heard of the trouble, without if or why,
  Declared he would work a reform.

Being duly installed in the schoolmaster's seat,
  The day passed without any rub;
But a friend sent next morning a note short and sweet,
To hint that no stick was a weapon discreet,
  As his boy had been struck with a club.

'Twas read; and the boy was called forth rather gruff,
  And asked to exhibit his wound.
So, snivelling and wiping his nose on his cuff,
Georgy Williams his trowser pulled up with a snuff,
  And held out a leg which was sound.

"Is it here?" said the teacher; "why, this is a burn."
"Oh no, sir; 'tis here on the shin."
"'Tis a very grave case," said the Dominie stern;
"It might have been fatal." Though, reader, you learn
It scarcely discolored the skin.

"Why, Georgy, my son, did you walk to the school?
I declare it was rash so to do.
But as you are here, you must sit on this stool,
And hold up your leg like a parallel rule
To the maps which hang here in your view."

Then taking him gently, with tenderest care,
In a loving and fatherly manner,
He called for a cushion, and then for a chair,
And seating poor Georgy, he placed his leg there,
And bandaged it with his bandana.

On further inquiry, the Dominie found
The name of the other young sinner
Who struck the foul blow; and in justice was bound
To call for his aid when the play-spell came round,
To bring Georgy Williams his dinner.

And he made him all day like a lackey to stand,
Or a priest doing penance for sins;
To hold Georgy's slate, and to place in his hand
Ev'ry book he required. While Georgy, right grand,
Sat in state—like a monarch on pins.

With his leg for a sceptre, stretched out on a chair,
He sat through the ne'er-ending day;
While Harry, the villain, did wait on him there,
And with rueful compunction his sorrow did share—
For neither could go out to play.

And when studies were o'er, lest the lame little lad
Should be to his sister a drag on,
The Dominie said, she must speak to her dad
To gear up the horse, as the walking was bad,
And send down for George the light wagon.

Next morning the patient all rosy appeared,
Declaring his trouble was o'er.
And when his preceptor's inquiry was heard,
"How's your leg, Georgy Williams?" he stoutly averred
"It is better than ever before."

And in the prescription such virtue was found—
(If you use it I don't care a peg,)
That no child ever threatened, while playing around,
To tell of a hurt got on Greenwich school ground,
But was met by the cry, "How's your leg?"

[Harpers' Weekly.]

College Education for Women—Liberal Sphere at the State University.

The higher educated dignitaries and the masses of lower grade ignorance have always agreed that men should be more thoroughly educated than women, and the middling or ruling classes have hitherto very generally acquiesced in such notion.

But the people of thought among the middle classes have within a few years become an active opposition to exclusive education for men; and the Wisconsin legislature of 1866, representing the middle or progressive classes, actually adopt a provision in the act reorganizing the State University for the thorough education of women, in all respects putting them on equality with men in the higher classical and scientific colleges of the University.

In the European universities and colleges women are not admitted, and nearly all our institutions of high grade exclude them.

Within a quarter of a century thousands of tolerably high grade schools, for women exclusively, have sprung up all over the country, providing for thorough instruction in the classics and higher sciences. Such schools are usually in charge of elderly female teachers and men of narrow views who fear the effects of promiscuous association of the sexes in the school; and the patrons are usually heads of families holding similar narrow views and who never can be convinced that the exclusive practice must be always opposite in its results from what they and their old maidenish teachers affirm.

The public school teachers and middle classes firmly oppose any separation of boys and girls in the school room, further than to have them separately seated. And it is the general belief, founded upon experience in the school room, that both sexes exhibit a far better spirit in learning, and practice, much more decency in behavior, lan-

guage and manners, than if kept separate.

And if such be true in the public school, why in the name of sense would not the same follow as a result of admitting boys and girls to the same room and class in the college? Grant that college students are usually full grown, whilst in the public school they range from infant years to adult ages. But can it be that young men and women more ripe in years and educated for college, have less discretion and common sense, less decency and self government, than public school scholars! Yet the educated old maids of masculine persuasion and some mothers, knowing themselves but too well as once evil inclined, pretend to doubt the morality of permitting men and women to meet on equality in the college class room!

But we are assured that the reverse is true of what is claimed by our old maidish fogies, and that exclusiveness, or limiting the college and seminary to a particular sex, is far more damaging to the morals of youths than a promiscuous intermingling of both sexes. Exclusiveness encourages dullness and stupidity; a presence of both sexes, eye to eye, insures ambition and that wide-awake anxiety for excellency in everything, which is well understood as an altitude of human nature. In the school for young women exclusively, a desire for showing off the best and most fancifully, intellectually as well as personally, cannot exist; in the school of bachelors, the same carelessness is felt, adding to even a less regard for personal neatness and cleanliness than is common among ladies. In promiscuous assemblages, no difference what the objects, the soul is constantly fired up, and all, even the aged, take a lively interest in the objects, whether such be of large or trivial importance. In the exclusive or unsocial school, the head and heart very soon become cold, lazy and ponderous. Such a school may be stimulated for the moment by one means or other, but very soon after each head feels as a ton weight and each soul as a spent volcano. In the school of life wherein are men and women as God ordained there should be, there is a running fire, a spirit unquenchable and emulation bounded by no zenith. In the church, promiscuous assemblage is indispensible to numbers and spirit presence. In the prayer circle the women are admitted; we can hardly think of any place except the doggery and college, where the practice prevails excluding them.

One of the pretenses denying to women the places of preferment is that they are mentally deficient, but in what particular has never

been shown. If for mathematics and the sciences therewith connected they rate below men, the academy disproves the allegation, for in the classes for beginners in algebra and geometry the girls rate equal to the boys for comprehension and solution, and superior in language for, explanations. They excel for mental activity, application and orderly habit.

We submit this subject to our readers, in hopes that a few young women may be induced to attend the State University from Grant County, and make a start at the first term under the reorganization. The expenses will be no greater there than at other schools, except the exclusive close boroughs, where the kitchen and school room are one and the same. The University is to be opened on the wide-gauge and none to be excluded therefrom on account of sex.

The rooms in the University, laboratory, library, apparatus for illustrating the sciences, &c., and every facility for college learning, are superior to any other in the North-west.—[Grant Co. Herald.]

DIDN'T BELIEVE IT.—A teacher in a western county in Canada, while making his first bow to his constituents, came into conversation with an ancient "Varmont" lady, who had taken up her residence in the "backwoods." Of course, the school and the former teachers came in for criticism, and the old lady, in speaking of his predecessor, asked: "Wa'al, master, what do you think he larned the scholards?"

"Couldn't say, ma'am. What did he teach?"

"Wa'al, he told 'em that this 'ere airth was round, and went areound and all that sort of thing. Now, master, what do you think about such stuff? Don't you think he was an ignorant feller?"

Unwilling to come under the category of the ignorant the teacher evasively remarked. It really did seem strange, but still there are many learned men who teach these things."

"Wa'al," said she, "if the airth is reound and goes round, what holds it up?"

"O, there's learned men say it goes round the sun, and that the sun holds it up by virtue of the law of attraction."

The old lady lowered her "specks," and by way of climax, responded: "Wa'al, if these high larnt men sez the sun holds the airth, I should like to know what holds the airth up when the sun goes down!"

The Metric System of Weights and Measures.

LAWS OF THE UNITED STATES—Passed at the First Session of the Thirty-Ninth Congress.

[PUBLIC—No.183.]

AN ACT to authorize the use of the Metric System of Weights and Measures.

BE IT ENACTED BY THE SENATE AND HOUSE OF REPRESENTATIVES OF THE UNITED STATES OF AMERICA IN CONGRESS ASSEMBLED, That from and after the passage of this act it shall be lawful throughout the United States of America to employ the Weights and Measures of the Metric System; and no contract or dealing, or pleading in any court, shall be deemed invalid, or liable to objection, because the weights or measures expressed or referred to therein are weights or measures of the Metric System.

SECTION 2.—AND BE IT FURTHER ENACTED, That the tables in the schedule hereto annexed shall be recognized in the construction of contracts, and in all legal proceedings, as establishing, in terms of the weights and measures now in use in the United States, the equivalents of the weights and measures expressed therein in terms of the Metric System; and said tables may be lawfully used for computing, determining and expressing in customary weights and measures the weights and measures of the Metric System.

CORPORAL PUNISHMENT.—Sweet sixteen is not always particularly sweet in the school-room, and we suppose the girl who was whipped in Cambridge, some months since, very probably deserved it. It is not, although the WORLD disagrees with us on this point, a case which calls for the establishment of a white young ladies' bureau in the nigger-loving-state, with armies of the paid minions of power as officials. It does, however, call upon parents and school-committees to decide, each for themselves, this question; Whether refractory scholars shall be expelled from school for impudence or disobedience, or be, on occasion, whipped, and suffered to go on with their education. Most parents, no doubt, admit that physical force is the last resort properly to be used by themselves; and once concede, as most parents do, that children must be educated, and that the parent's place in that work must be filled by the teacher, and you have to grant the teacher also the use of physical force. But these are elementary principles. Generally one man in each school-district spends a part of his time kicking against them, and leads some young woman a dreadful life of tears and notes to the nearest committee-man for protection. But juries usually take upon themselves to extinguish him. The jury who tried the Cambridge school-master have just acquitted him.

—[Nation, of Nov. 15th.]

DEATH IN THE SCHOOL ROOM.—One mellow autumn day, when nature had put on all her colors, and veiled them over with silver tissue, was the last day of school at old Gocomico. I had idled my way to school, loth to exchange the blue sky and purple river for the dingy room. I stole noiselessly to my seat, congratulating myself that the master had not seen me. His head was on his hand, his elbow on the table. A class of juniors were reciting a paradigm of the first declension of nouns, "sylva." Twice did one boy give the wrong case-ending, and yet the old man had not raised his head, and the birch-rod was motionless. The older boys exchanged glances, and whispered something about intoxication. That class dismissed, a senior boy went forward to ask an explanation of a problem in the "double rule of three." Several times did the boy state the question, and yet the master did not look up, but only replied in a dreamy manner, using a familiar phrase with him—"Ruminate and divise, lad; ruminate and divise." The boy returned to his seat, and an hour passed. A hush brooded over the room; a mysterious presence kept the boys quiet.—At last the old man roused, removed his hands from his eyes, and looked around. A pallor was on his face that I had never seen there before. "Lads, lads, lads," he said slowly, "you may go home and tell them Schoolmaster Sutherland is going to another school." Some of the boys, not understanding, gathered around for explanation. But the master's mind was wandering, and he did not hear them. He went on, as if addressing a class—"First conjugation—infinitive ending—a—e—Amo—Amas—Amat—Amamus—Amatis—Amant. Mere words, lads, mere words! for SHE said Amo once. Ellen said—." And again his head dropped down on the pine-table. The frightened boys spoke to him again and again; but there was no reply. Schoolmaster Sutherland was dead. His pupils are scattered over the wide world now, and the old field-school has long since disappeared.

☞The ancients educated their children not merely by talking to them, but also, and especially, by means of examples and actions; in order that what they acquired might remain in their minds, not as science, but as nature and custom inseparable from them—not as a thing learned, but as inherited possession.—[Montainge.]

WITH four weights of respectively 1 pound, 3 pounds, 9 pounds, and 27 pounds, any number of pounds from 1 to 40 may be weighed

CHAS. DICKENS relates the following of Douglas Jerrold: Of his generosity I had a proof within these two or three years, which it saddens me to think of now. There had been enstrangement between us —not on any personal subject, and not involving angry words—and a good many months had passed without my ever seeing him in the streets, when it fell out that we dined, each with his own separate party, in the Stranger's room of the Club. Our chairs were almost back to back, and I took mine after he was seated and at dinner (I am sorry to remember), and did not look that way. Before we had sat long, he openly wheeled his chair around, stretched out both hands in an engaging manner, and said aloud, with a bright and loving face, that I can see as I write to you: "Let us be friends again. A life is not long enough for this." Jerrold was not a Christian, but his conduct in this case was worthy of a Christain character. On a dying bed how insignificant will appear many things about which we contend in bitterness and wrath! Life is too short, its inevitable sorrows so many, its responsibilities so vast and solemn, that there is indeed, no time to spare in abusing and maligning one another. Let not the sun go down on your wrath. Never close your eyes to sleep with your heart angry toward your brother and fellow sufferer. See him and be reconciled if you can. If you cannot see him, write to him. If he is a true man and a Christian, he will listen. If he is not you will have done right, and your soul will be bright with the sunshine of Heaven.

STUDENT LIFE IN SWITZERLAND.—I heard a tramping in the street last evening, and, upon looking out of my window, saw a host of boys marching by. I learned, by inquiry, that they were a school of one hundred and twenty, making a pedestrian tour through their native country, Switzerland. Accompanied by their teachers, they thus walk day after day, getting health and knowledge and fun, for they make plenty of it as they go. Early this morning I was awakened by hearing them again. They had been lodged, how I know not, at the inns in the villages, and now at three o'clock, A. M., (for I looked at my watch,) they were up and off. Just then they struck up one of their merry songs, and serenaded the sleeping villagers as they took their leave. And even now, while I am writing these lines, I am called to the window to look out again, and here is a large school of girls, some of them small, and others young ladies grown, making a pedestrian tour. Both of these companies are three or four days' journey from their homes. They will be absent perhaps a week or a fortnight, and they will be wiser healthier and happier for their tour.—[Observer.]

State Superintendents of Public Instruction.

State.	Names.	Post Offices.
Maine,	Rev. Edward Ballard,	Brunswick.
New Hampshire,	Rev. R. M. Sargent, (Sec. B. Ed),	Farmington.
Vermont,	J. S. Adams, " " "	Burlington.
Massachusetts,	Joseph White, " " "	Boston.
Connecticut,	D. C. Gillman, " " "	New Haven.
Rhode Island,	Joshua P. Chapin,	Providence.
New York,	Victor M. Rice,	Albany.
New Jersey,	E. A. Apgar,	Trenton.
Pennsylvania,	W. P. Wickersham,	Millersville.
Delaware,	S. M. Harrington, (Sec. State, ex of. Supt.)	Dover.
Maryland,	L. Van Bokkelen,	Baltimore.
West Virginia,	William R. White,	Wheeling.
Ohio,	John A. Norris,	Columbus.
Michigan,	O. Hosford,	Lansing.
Indiana,	G. W. Hoss,	Indianapolis.
Illinois,	Newton Bateman,	Springfield.
Wisconsin,	J. G. McMynn,	Madison.
Iowa,	Orin Faville,	Des Moines.
Minnesota,	D. Blakely, (Sec. State, ex of. Supt.),	St. Paul.
Oregon,	Addison C. Gibbs, Gov. " "	Salem.
California,	John Swett,	San Francisco.
Kansas,	I. T. Goodnow,	Manhattan.
Kentucky,	Daniel Stevenson,	Frankfort..
Missouri,	T. A. Parker,	Jefferson City.
Louisiana.	R. M. Lusher,	New Orleans.
Nevada,	A. T. White,	Carson City.
Idaho,	J. A. Chittenden,	Boise City.

THE TEACHER'S ENCYCLOPEDIA.—Teachers as a class, cannot provide themselves with encyclopedias, or such other books of reference as would aid them in their labors, but in the latest edition of Webster's magnificent Quarto Dictionary they have a worthy substitute. Whenever I meet teachers in their associations or institutes, or in private, I earnestly present to them the great advantage they would derive from having this work near them. It will tend to make them accurate, while the definitions and illustrations will suggest many new ideas for elaboration among their pupils.—W. R. WHITE, STATE SUPERINTENDENT OF FREE SCHOOLS FOR WEST VIRGINIA. Wheeling, March 21, 1866.

OF the durability of timber in a wet state the piles of the bridge built by the Emperor Trajan over the Danube afford a striking example. One of the piles was taken up and was found to be petrified to the depth of ¾ of an inch, but the rest of the wood was perfect.

Editorial Miscellany.

THE WISCONSIN JOURNAL OF EDUCATION.— When we commenced the publication of this Journal, we had no flattering hopes of a grand pecuniary reward, nor were any inducements held out to us by any one of assistance either pecuniary or otherwise; on the contrary, many of the leading educators of the State, the State Superintendent of Public Instruction among the number, tried to dissuade us, saying that it had been and doubtless would be a losing operation. In spite of discouraging prospects, we felt that this Journal could be sustained in a legitimate way, without loss to any one, and so proceeded in its publication. We thought, that, if the publication involved any pecuniary loss upon us that we could not bear, it could be suspended at any time and the money refunded to the subscribers and no loss be sustained by them. Thanks to the book war that has been going on for the past year, the advertising department of the Journal has paid handsomely. The subscription list, small at first, has been increasing rapidly, until now we have a very respectable list of Subscribers. The County Superintendents have, for the most part, been friendly disposed and have aided us materially, but we are sorry to say that some of them have presented the cold shoulder" and refused all aid whatever. They surely deserve their reward and we hope they will receive it at the hands of the people at the next general election. "What has become of the Journal?" is a question that has been frequently asked us of late. Circumstances have been such that it was impossible to issue the Journal? at first we intended to omit the September number and issue a double one for October, but as we before stated, it was impossible. We hope the indignant school ma'ams, who demanded "your money, or your life," will be satisfied without forcing us to any further explanation. This number is late, owing to the fact that we had to set the advertisements anew. We hope to disappoint no one in the future and if our earnest labor can make this a readable Journal, it shall be. To make it such, we earnestly beg the co-operation of all teachers

and superintendents in the State. Send us any and all educational intelligence you may acquire, an original article to the reading columns, one dollar and a quarter, now and then to the treasury, and if you have no interest in the Journal now, you soon will have.

Teachers' Association.

We learn from a La Crosse paper that the next annual session of the State Teachers' Association will be held in La Crosse on July 23d and 24th; that Hon. J. L. Pickard, of Chicago, will deliver an address on the first evening, and Hon. Matt. H. Carpenter, of Milwaukee, on the second evening; that distinguished educators from other states will be present, and that arrangements have been made by which the teachers are to make an excursion to St. Paul.

A better place could hardly have been selected than La Crosse. For several years past the Association has been held in the eastern part of the state, and the teachers of the western part have, many of them, been prevented from attending, owing to the inconvenience of conveyance and expense. We hope the teachers from the eastern part of the state will turn out en masse, and make the hospitable citizens of La Crosse "twice glad." The proposed excursion to St. Paul on the Mississippi is a plan that should immortalize the name of the originator. Nothing could tend more to a lasting acquaintance and friendship among the teachers, or to a forgetfulness of the trials and labors of the schoolroom. We never have attended a Teachers' Association but that we have returned from it strengthened and improved, and we have always felt that these meetings should be more frequent and of longer duration. Let the valleys of the upper Mississippi reverberate with the shouts of a thousand noisy school ma'ams and masters.

Young Children at School.— At the last regular meeting of the board of education of St. Louis, a resolution was adopted prohibiting children under the age of 7 years from attending the public schools, claiming that the confinement of children under that age in a schoolroom is detrimental both to physical and mental development.

— An amendment to the new tariff bill has been adopted by Congress, admitting maps, school books and furniture free of duty.

Location of Normal Schools.

The Normal School Regents have located a normal school in each of the first five congressional districts of the state, as follows:—1st district, Whitewater, Walworth county; 2d dist., Stoughton, Dane county; 3d dist., Platteville, Grant county; 4th dist., Sheboygan, Sheboygan county; 5th dist., Oshkosh, Winnebago county.

The design is to have one in each congressional district. The Regents have not yet located one in the 6th district, nor will those in the 2d and 4th districts be erected until the wants of the public demand it. For the school in the 4th district, Fond du Lac was a strong competitor and made a handsome offer. Sheboygan, however, making an equally tempting offer, and being so located as to benefit a large portion of the German element of our population, was selected by the board as the most suitable place. Sheboygan gives ten acres of land for a building site, and agree to erect buildings worth $35,000. Stoughton is to give a building site, 40 acres of timber land, and $30,000. Platteville gives the Academy building, a sufficient amount to repair it, and $5,000. Only one school is at present in operation, the one at Platteville. Prof. Chas. Allen, formerly of the normal department of the university, was appointed principal, at a salary of $2,000, and is now conducting the school to the satisfaction of all. Prof. Allen is peculiarly fitted for the place he occupies, and he is not only doing a vast amount of good in the immediate vicinity of his school, but is making himself generally useful in the south-western part of the state by visiting schools, giving lectures, and grading schools. The school now numbers one hundred and fifty. Prof. Allen is assisted by Prof. J. Wernli, formerly of Milwaukee, Prof. Guernsey, formerly principal in the Academy, Miss Joslyn, formerly assistant in the Academy, and Miss Sprague, of Chicago.

The next annual meeting of the board of regents will be held at Madison, Sept. 4th.

Fish in the Amazon.—Prof. Agassiz, in a recent address at Northampton, Mass., stated that he had collected eighteen hundred new species of fish in the waters of the Amazon, and that the whole number of species there was at least three thousand.

ILLINOIS.—We clip the following from the Illinois TEACHER:—No. of teachers, 16,279. No. of school-districts in the state in 1865, 10,062; in 1866, 9,937. No. of districts having schools six months or more, 9,063, showing that 875 failed to comply with that provision of the law. No. of white persons under 21 years of age, 1,152,074. No. of white persons between the ages of 6 and 21, 759,987, being the actual white school population of the state. No. of colored persons under 21, 8,276. No. of such between the ages of 6 and 21, 4,931. No. of male scholars, 320,977. No. of female scholars, 293,682, being 27,295 less than of male scholars, a result, we fancy, differing from that of Massachusetts. The total number of scholars 614,659, leaving 145,328 persons of school age who do not attend school. No. of male teachers, 6,825; of female teachers, 10,454. During the year the number of male teachers has increased 553, and that of females diminished 389. Total No. of teachers, 17,279. No. of graded schools, 628,, being an increase of 115 during the year. The No. of school-houses is 9,753. The No. of pupils in the Normal school is 164. The amount of funds received from district tax in 1865 was $1,958,770, against $2,789,335 in 1866, this being voluntary taxation. Total amount received for all school purposes in 1865, $3,316,730; in 1866, $4,445,130. Amount paid for teachers' wages in 1865, $2,042,780; in 1866, $2,531,036. Amount paid for building new school-houses in 1865, $475,072; in 1866, $830,889. Amount paid for repairs and improvements in 1865, $140,913; in 1866, $216,337. For school furniture in 1865, $24,100; in 1866. $62,982. Total amount expended for all school purposes in 1865, $4,193,636; in 1866, $4,359,238. Highest monthly wages paid to male teachers, $240; to female teachers, $110. Lowest monthly wages paid to male teachers, $13; to female teachers, $6. Average monthly wages paid males, $39.10; females, $26.19. Principal of township funds, $3,987,405. Surplus in treasury belonging to districts, $64,872.

NATIONAL TEACHERS' ASSOCIATION—PROCEEDINGS.—The association has ordered the proceedings to be furnished at the following rates: The series complete, $2.00; a singe number, $0.50. The volume for 1866 will shortly be issued, and may be had for $0.50. Address James Cruikshank, Treasurer, N. T. A., Brooklyn, N. Y. Educational Journals, and other papers friendly to the cause, please copy.

THE METRIC SYSTEM.—The Metric System has been adopted, permissively, by congress, and any person may do business by this method, if he pleases.

In France, Spain, Belgium and Portugal, the system has been adopted to the exclusion of all others. In Holland other weights are allowed in compounding medicines only. Sardinia and Lombardy have long possessed the system, and it is now extended over the whole of Italy. On the 8th of April, 1862, the House of Commons of Great Britain appointed a committee of fifteen to consider the practicability of adopting the Metric System. After examining thirty-nine witnesses from different countries of Europe, all intelligent men—nine of them from countries where the method was in force—they were unanimously in favor of its introduction into Great Britain. A bill passed the House of Commons in 1863, making this system of weights and measures compulsory after three years. It was not acted on by the House of Lords. In 1864 a bill making it permissive was passed and became a law. These facts are significant. As its use is already legal, it will soon be adopted by the people as being simpler, more uniform, and similar to that in use in most countries with which we have intercourse. In our next number we will give the tables and say more in regard to this important innovation. Meanwhile, if anyone wishes to make himself acquainted with this system, he can procure a pamphlet, giving the necessary instruction, of A. S. Barnes, & Co., New York.

WISCONSIN JOURNAL OF EDUCATION.— Wm. H. Peck, Editor. Published at Mineral Point, Terms $1.25 a year, or five copies for $5.00.—This is a monthly publication devoted to the educational interest of the State. A periodical of this kind has a strong claim on the support of the friends of education within the State, and is a vehicle of important information upon educational topics. The editor solicits from teachers communications for the Journal, and we cordially second the suggestion whether a greater interest in its usefulness and wide circulation cannot be awakened among teachers and all who ought to feel a pride to raise the standard of education in our State.—[Beloit Journal.]

Local and General Intelligence.

THE salaries of the Principals of the Milwaukee Schools has been raised to $1,200 per annum.

PROF. SAMUEL D. BROWN, a professor at Dartmouth College, has been elected president of Hamilton College, N. Y.

— Williams college has opened, with classes numbering as follows: Freshmen, 51; Sophomore, 35; Junior, 48; Senior, 51.

HON. NEWTON BATEMAN, has been re-elected Superintendent of Public Instruction for the state of Illinois.

HON. GEORGE W. HOSS, has been re-elected Superintendent of Public Instruction for the state of Indiana.

WASHINGTON IRVING.— Messrs. Hurd and Houghton have in press the posthumous works of this gifted and beloved author, edited by his nephew Mr. Pierre M. Irving.

ELK HORN.—Brother Cheeney, ex-captain and ex-superintendent, has returned to his first love—the teacher's profession. He has charge of the public schools of Elk Horn.

HON. PAUL A. CHADBOURNE, Professor of Chemistry in Williams College, has been elected president of the Massachusetts Agricultural College, in place of Judge French, resigned.

MADISON.—B. M. Reynolds, A. M., late principal of Lockport Union School, and formerly superintendent at Rock Island, has been appointed Supt. of Public Schools at Madison, Wisconsin. Salary, $1,500.

JANESVILLE.—O. R. Smith, the jolly member from Geneva, is in charge of the Janesville schools, at a salary of $1,200. We understand that the citizens of Janesville are proud of the valuable acquisition they have made.

MARYLAND.— The First Annual Catalogue of the Normal School of Maryland, July, 1866, contains the following summary; Ladies, 40; Gentlemen, 8. Total, 48. Graduates, 14.

PENNSYLVANIA.— Prof. J. P. Wickersham, late Principal of the Normal School at Millersville, has been appointed State Superintendent of the schools of this state, vice Colburn resigned.

THE total number of freedmen's schools—exclusive of night schools, Sabbath and private schools—in all the districts of the Freedmen's Bureau, is 975. The number of teachers employed is 1,406, and the total number of pupils is 90,778.

FORT ATKINSON.—The schools of this place are under the management of N. P. Gage, for several years principal of schools at Ripon. Ripon being too poor to raise the salary of their principal to a living price, has lost a good and faithful teacher.

— The presidency of Antioch college has been accepted by Rev. George W. Hosmer, D. D., pastor of the Unitarian society in Buffalo. His son, Rev. James K. Hosmer, minister of the church in Deerfield, Mass., is to be associated with him as one of the professors.

MISS ESTHER M. SPRAGUE, a graduate of the Illinois Normal University, for some years a teacher in the Peoria schools, has recently resigned a position in the Chicago schools, to accept an appointment in the Normal School at Platteville, Wisconsin.—ILL. TEACHER.

— Prof. Stevens of the Richland Center School, has been appointed county superintendent in place of Rev. W. C. Wright, resigned. N. E. Goldthwaite of Mazomanie has been appointed superintendent of the 2d district of Dane County, in place of S. L. Hooker, resigned.

ST. LOUIS PUBLIC SCHOOL LIBRARY.— This library, whose foundation was laid last winter now contains over 6,000 volumes. The rooms are centrally located and elegantly fitted up, and over 1,000 members draw books. It has a firm hold upon the people, and must grow and prosper. From $12,000 to $20,000 has already been expended, raised mostly in sums of from $1 to $25 each. Donations of books pamphlets and periodicals are solicited.

MINNESOTA NORMAL SCHOOL.—On the 19th of October was laid the corner-stone of the State Normal School of Minnesota.

JAMES CRUIKSHANK, LL. D., has been appointed Assistant Superintendent of Schools, Brooklyn, N, Y. Mr. Cruikshank has for many years been the editor of the New-York Teacher, and an active laborer in different departments of the educational work of the State of New York.

— The house of representatives of New Hampshire has decided to ocate the agricultural college at Hanover, in connection with the Dartmouth college. The state will have five trustees and the college four, and the state reserves the right to assume the full control after 15 years.

NEW-YORK CITY EVENING SCHOOLS.— The Board of Education have provided for twenty-five evening schools. They were opened the first Monday of October, and are to continue eighteen weeks. The exercises are held on each evening of the usual school-days, from 7 to 9½ o'clock. Male pupils must be at least 14 years of age, and female pupils 12. Male principals receive for each evening's service $3.50, female principals $2.75; male assistants $2 50, female assistants $1.50. Books are furnished free. Certificates of progress are awarded.

— The December number of the Indiana School Journal gives the following educational statistics of that state for 1866. The whole number of children, between the ages of six and twenty-one, is 559,77-3; school-districts, 8,399; districts in which schools were taught within the year, 8,166; pupils attending primary schools, 390,714; ttending high schools, 12,098; number of teachers employed, 9,493; xpended for tuition, $1,020,440; school-houses built within the year, 46; total value of school-property, $4,515,734; total number of chool-houses, 8,231.

IOWA ASSOCIATION.—At the recent meeting of the Iowa State eachers' Association the following resolutions were adopted:

Resolved, First. That a reform in Othography in which there all be one letter and but one for each sound in the language, is very sirable, and for several reasons.

Resolved, Second. That we hail with pleasure the efforts of any to oduce in such a system a series of educational books, suitable and fficient for common schools.

THE STATE UNIVERSITY.—The following faculty were elected by the Regents at their meeting last fall:

J. D. Butler, Professor of Ancient Languages.
Daniel Read, Professor of Political Economy, History, and Rhetoric.
J. P. Fuchs, Professor of Modern Languages.
J. W. Sterling, Professor of Mathematics.
Ezra S. Carr, Professor of Natural History and Chemistry.
J. W. Hoyt, Professor of Agriculture.
J. C. Pickard, Principal of Normal and Preparatory Department.

It was decided that the rates of tuition, room, rent, &c., should remain as before. The salaries of the professors were fixed at $2,000, to begin from the date of their election, the board holding that they had not been in office since last Commencement. The present organization is, to a certain extent, of a temporary nature, and it is hoped that, with some changes in the oaganic law next winter, the faculty may be cempleted by the election of a president.

Resolutions were adopted expressing the deep regret of the board that Prof. Chadbourne felt himself obliged to decline the presidency, and thanking him for the interest which he had evinced in the institution.

THE ILLINOIS STATE TEACHERS' ASSOCIATION.—This association, which held its meeting December 25–27, at Jacksonville, took decided ground against any division of the Agricultural University fund. The feeling on this matter is so nearly unanimous in that state, that the few who hoped to reap benefit for the treasuries of existing colleges by its division will have no power. President Sturtevant, of Illinois College, an offshoot of Yale, expressed the almost unanimous feeling when he said that the college and the public school must be in full sympathy, and if the establishment of a free university interfered with existing colleges, let the colleges go, his among the rest. Aversion to multiplying colleges so as to find students with only the attainments of pupils in elementary schools, with a mere sprinkling of regular course students, was strongly expressed in addresses and discussions. The difficulties surrounding the proposed university now seem to be only those liable to grow out of mistaken legislation as to its location and organization. The subject of reformatory schools was prominent in the convention, and it was recommended to found two state schools at each extreme of Illinois. The appointment to civil offices under government according to merit purely was advocated on account of its necessary tendency to encourage thoroughness in education. And the adoption of the metric system of weights and measures was approved and urged.—[The Nation.]

Book Notices, &c.

THE AMERICAN SCHOOL DIALOGUE BOOK. J. W. Schermerhorn & Co. New York, Publishers. This Book contains many choice dialogues which are new, most of them being published for the first time. They are appropriate for school exhibitions and private rehearsals. They are published in a cheap pamphlet form and can be procured at a slight expense from the publisher.

"EVERY SATURDAY."—This journal, which was first published but a little more than a year ago, has already attained an immense circulation. It has already become as popular as the "Atlantic Monthly," and the other publications of Ticknor and Fields. Its stories are well selected from the best foreign reviews, and are both novel and interesting to the American reader.

"THE ATLANTIC MONTHLY."—Published by Ticknor and Fields, Boston, Mass.

A new interest has been created in this popular magazine by the publication of serials from the pens of our best writers. O. W. Holmes has commenced a story in the January number which promises to be very interesting. "Griffith Gaunt" is creating about as much "furore" as did "Uncle Tom's Cabin." It has already been dramatized.

RAY'S RUDIMENTS OF ARITHMETIC.—By Joseph Ray, late professor of Mathematics in Woodward Institute. Cincinnatti: Sargent, Wilson & Hinkle. Chicago: Cobb, Pritchard, & Co. 16mo., pp192.

This work is designed as an intermediate one in Ray's series of Arithmetics, being designed mainly for city schools; it can, however, be used by beginners if they have a good understanding of the principles of numbers as taught in Intellectual Arithmetics. The Metric System is clearly and fully explained, which lends additional value to the book.

MAGILL'S FRENCH GRAMMAR—Containing the Essential principles of the French Language in a concise form; also a French, English, and Latin Vocabulary.—Published by Crosby and Ainsworth, Boston, Mass.

This Grammar is designed especially as a class-book, and contains nothing that should not be mastered. It contains but few rules, and those stated clearly and concisely, and are rendered familiar by frequent illustrations. The examples are practical ones, such as are used in ordinary conversation. If the book is mastered, the pupil will be a thorough and practical French scholar so far as he has gone. We endorse the author's method of teaching French and consider his an excellent text-book.

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WISCONSIN

JOURNAL OF EDUCATION.

VOLUME X. FEBRUARY, 1867. NUMBER 8.

Oral Instruction.

Read before the Wisconsin State Teachers' Association at Ripon, July 25th, 1866.

I have been invited to give at this time my views upon the subject of Oral Instruction; and, while the invitation is accepted, it is to be hoped that the honest statement of my convictions may not serve to lessen the enthusiasm of any teacher. That oral instruction employed by a person qualified by nature, culture and by special training in the science of education, is a power to rouse and develop the mind, will scarcely be denied; but before this method, to any great extent, reaches such results, the opinion of the public in reference to what constitutes a teacher must undergo a change. The present demands of the public are easily stated. The service of the teacher must be cheap. He should exhibit some technical knowledge of the elementary branches named in the school-law of the state. The ability to render these subjects intelligible and interesting to young people is not considered important. There should be no stain upon his reputation; but that he should possess such force of character as shall communicate to the school the true meaning and dignity of human life is seldom expected.

Now in educational affairs the public hardly ever gets more than it earnestly demands and pays for. These moderate views are the result of a year's experience as County Superintendent of Common Schools. I found in a county of average intelligence, containing a population of 25,000, about four or five teachers, who, by means of native ability, preparation and enthusiasm, were doing a noble work. These teachers had what we seldom meet with—a thorough knowledge of those

branches required to be taught in a common school; but they had also something more—a living sympathy with the vital question of the age—a living sympathy with God's humanity. They could have told you why they were glad that ten thousand Greeks were able to defy all the myriads of Artaxerxes in the very heart of the Persian Empire. They could have told you why the History of Rome did not terminate with the Battle of Cannæ; and why our own nation was not reduced to a confederation of miserable principalities by the first battle of Bull Run.

The school-rooms where these people presided were invariably clean, and as comfortable as the inexpensive structures could be made. The pupils in those schools, however plainly dressed, were generally neat. There was an air of courtesy and refinement in what they said and did that showed they were gaining character as well as learning grammar and geography. They exhibited an eagerness and interest, as their instruction proceeded, which gave a man, for a time, hopeful views of human nature. Such schools illustrate the truth that growth and culture are normal conditions of the mind, while a mind given up to trifles and foolishness is an unnatural phenomenon. Common schools of this kind are centres of vigorous thought and heroic action, which, as they multiply from year to year, shall keep alive the manhood and liberty of the great Republic. If all schools were like these, the duties of a county superintendent would be pleasant enough. Even if he were a man of sensitive organization, and his ideal of excellence in teaching were a little too high for practical purposes, he would be comparatively cheerful, and as he rode along on his professional circuit, he would often say to himself, with Jean Ingelow:

"The world wags well, the world wags well!"

But too many of the schools in that county require great moderation and charity in speaking of them. They were not suited to make one hear with complacency the oft repeated assertion that "it is on this side of the Atlantic that we must look for the most full and complete development of the common school system which the world has ever seen." In these schools there was neither order nor cleanliness; everything seemed to be the result of accident rather than system.

In schools of the first class, oral instruction will be as natural and constant as growth and sunshine; in those of the second it will be

impossible. Were it undertaken, it would be a rather unsatisfactory attempt at drawing water out of empty wells. These few preliminary remarks will show my belief, that successful oral instruction in this western country must, for some time, at least, be exceptional rather than universal.

This system of instruction will be employed either formally or incidentally by every real teacher. Socrates used it to teach Alcibiades and Xenophon and to confound the demagogues of Athens. Jesus of Nazareth employed it when in Gallilee and Judea—he spake as never man spake. Its use, sanctioned by the wise and good in every enlightened nation, is only a return to the method of nature. It is not suited to take the place of books, but to make the study of these a source of intelligence and delight, instead of being a weari[illegible] to the flesh. By this means a skilful teacher in a primary school can transform the First or Second Reader into a wonder-book, can lead the pupil through its pages as through a beautiful garden. The book will be illuminated with pictures which are neither wood-cuts nor engravings, but pictures, nevertheless, which the child can see just as well. Maps, charts, diagrams, blocks, crayons and blackboards, all the simple apparatus which the school affords, and better than these, the treasures of the teacher's own thoughts and knowledge will be called into service to enlarge the child's vocabulary and help him to read with the spirit and with the understanding.

Carlyle tells us that the most the University of Edinburgh can do for a man is to teach him how to read. If this comprehensive statement is true (and I think it is), the fact imparts dignity to the work of a primary teacher. The young lady, who by her enthusiasm and skill makes a child an elegant and intelligent reader of English, is in the sight of men and angels no less a friend to the human race than the professor who instructs a young man in Greek or German. It is in primary schools that oral instruction can be made most effective. The exercise should never be stiff or formal, but so free and natural that the attention will be spontaneous and not compulsory. No day should be allowed to pass without spirited exercises in the accurate use of languages, in which the children shall be taught to embody new words in sentences of their own, and in which shall be employed every other device which ingenuity can invent to give them facility in reading and speaking the mother tongue.

Primary teachers should remember that children properly managed are the most eager listeners in the world, and that they are greatly interested in tradition and well-chosen lessons from history. If the importance of this truth were fully understood, the children would have a glorious time almost every day, in hearing from the teacher and talking with her about the heroic actions and heroic words of the men and women who gave liberty to this continent.

A love for these subjects thus early imparted would change the school from the dull round of a prison to a gymnasium, giving health and vigor. Study and thought would become just as necessary to the mind as food and digestion are to the body. Under the plodding, mechanical method of teaching, such an effect is accidental, not natural. The children are intellectually and spiritually l f. in the condition of him who would fain have filled himself with the husks that the swine did eat, and no man gave unto him.

With all our boasted civilization and progress, here is an evil worth considering and curing. Among the leading minds of Germany, the mental necessities of children are better understood. Niebuhr's course respecting his own child will show his view of the matter. Speaking of his son Marcus, a boy of five years of age, he says: "I write fragments of the Greek mythology for him. I give everything in a free and picturesque style, so that it is as exciting as poetry to him; and, in fact, he reads it with such delight, that we are often interrupted by his cries of joy. The child is quite devoted to me; but this educating costs me a great deal of time. However, I have had my share of life, and I shall consider it as a reward for my labors if this young life be as fairly and richly developed as lies within my power."

It may not be necessary or even desirable to imitate the German philosopher and statesman in the use of marvelous stories of Grecian gods and goddesses to call forth the powers of the mind; but if the teacher do not catch something of this man's earnest and devoted spirit, the reward for his labors will be that of a hireling, and nothing more. This devotedness in ministering to the necessities of mind, and this earnestness in watching its growth and adding to its power are things which accompany a fitness to teach. Oral instruction is the legitimate manifestation of these qualities, and may be regarded as

the test of a teacher's power. I use the phrase in a comprehensive sense, not limiting it to the Pestaloggian method, or, what is sometimes familiarly called the "Pouring-in Process." I make it include the appropriate illustrations, the talking, the well-put questions, which give life and interest to an ordinary recitation. It means, also, an attractive presentation of subjects which are outside the range of ordinary school studies; and, as before intimated, it is exceedingly well adapted to history.

Successful oral instruction is the result of a complete knowledge and command of the subject—that the teacher's limitation is want of time, and not want of power. He is often in this respect like the apostle who said, "And whatshall I more say? for the time would fail me to tell of Gideon, and of Barak, and of Sampson, and of Jephthah; of David also, and of Samuel, and of the prophets." But whoever attempts this method of teaching without faithful study and preparation will be certain to fail. The failure may be more mischievous than that which results from slavishly asking the questions in the text-book; but as the attempt is a little more ambitious, the effect is perhaps a little more disgusting.

When this method does not take the form of a familiar lecture, but is used to give life and interest to a class-exercise, the teacher should beware of allowing it to cover the defects of a bad recitation; for in doing this he will defeat the end of study, encourage laziness and other ruinous habits. Class exercises should be a series of mental gymnastics, in which the pupils are made to do their best; and there the teachers should come in to expand what is left undeveloped, to render intelligible what is imperfectly understood, to awaken enthusiasm and to give roundness and beauty to the whole. This advice might seem needless did not experience and observation warrant it. In a department of human enterprise where multiform and ruinous mistakes are constantly made, the plainest statements appear most sensible, even though they may be thought trite and dogmatic; and, unless I am greatly deceived, plain talking on this subject will not be useless for many years to come.

Among the uses of this kind of teaching there is one which should never be forgotten—the Development of the Patriotic principle. This development is especially important in Republics. A monarchy

may command respect by its ancestral splendor, its long line of royal names, its courtly garments and jeweled crowns; a despotism may gain the respect and fear of its subjects by its standing armies, by the sword of vengeance ready to smite the offender; but in a republican form of government we have not the prestige of a kingly name, no gilded thrones, no palatial dignity, no queens moving in robes of state and flashing diamonds, to command the homage of the crowd. The safety of such institutions as ours rests in the hearts of the people. Unless there is respect, loyalty and earnest attachment there, we shall not continue the freest, happiest nation in the world.

The training of those noble qualities which develop the patriot and the hero, begun by the father and the mother at the fireside, should be carried forward by the teacher with all the energy of which he is capable.

The influence of a successful and cultivated teacher, who can gain the love and respect of his pupils, can scarcely be estimated. Hear how it was regarded in ancient times. Philip of Macedon wrote to Aristotle, whom he had chosen preceptor to his son, in these words: "Be informed that I have a son, and that I am thankful to the gods not so much for his birth, as that he was born in the same age as you; for if you will undertake the charge of his education, I assure myself that he will become worthy of his father and of the kingdom which he will inherit." Every youth in our land should be so educated that he will feel himself heir to a kingdom greater than that bequeathed by Philip to the young Alexander. He should be taught to regard his inheritance as one not to be lightly relinquished or thrown away. And when the envious tories beyond the sea set up the shout that the great republican bubble has burst, he should be ready by word and act to hurl the lie back into their teeth. And when he is asked what the name of his country is, the prompt answer should be not Massachusetts, Wisconsin or South Carolina, but "THE UNITED STATES OF AMERICA."

At the time when the secessionists first openly begun their work, I stood where the emblems of treason were flaunting in the southern sky; and the most mournful fact that came under my observation was that the clergymen of this unhappy region were scarcely behind the politicians in stirring up sedition. The most distinguished preacher

in South Carolina, after helping to drive his state into rebellion, had the impudence to declare that the South might boldly and truthfully say to a distracted and bleeding country:

> "Shake not thy gory locks at me;
> Thou canst not say I did it."

And thus Dr. Thornwell and his ill-omened followers, preaching their doctrine of devils, swept the unthinking multitude to destruction.

It is a glorious time for the teachers all over the land to seize upon the lessons of history, and by them so train the youth in the virtue of patriotism, that, in the future of our country, secession and treason will be impossible. This educating process should develop a patriotism as strong as that of the Swiss mountaineer, who, wherever he wanders, still turns his thoughts with a sigh and a prayer to his native hills, still

> ——"hears in his dreams
> The Rang des Vaches of old,
> And the rush of mountain streams
> From glaciers clear and cold;"

or a pariotism like his who said: "If I forget thee, O Jerusalem, let my right hand forget her cunning. If I do no not remember thee let my tongue cleave to the roof of my mouth, if I prefer not Jerusalem above my chief joy."

The president of this association has directed me to speak of the use of oral instruction in my own school. A few minutes will suffice for this. The practical suggestions given in what I had to say about primary instruction are followed as far as possible in teaching the younger scholars. In the high school I apply it with most advantage to the floating population, who have not been through the lower grades, but have received a one-sided training in the country schools. A large number of this class came into my highest department last fall. Many of these were young men who had done good service in the war. One of them—a noble fellow—who had gone with Sherman to Savannah, expressed himself in this way, after his work for the term was laid out: "I have looked into the ugly throat of a cannon, and I did not mind that particularly, but I never looked into an English Grammar without a feeling of dread." I told him to exercise a little faith and patience, and to wait for results. I put him into a division of thirty, which, for want of a better name, I called a "Class in Analysis." I made a choice of Gray's Elegy as a means of overcoming the dislike

to English Grammar, which was shared quite generally by this set of scholars. The history of the poem and of the writer was studied and discussed; and the important facts overlooked by the members of the class were supplied by the teacher. Before this part of the work was done, the attention and interest of nearly all were secured. The metre of the piece was then learned; and the propriety of using this peculiar style of verse in an elegy was shown. The use of poetic feet and their combination and arrangement in other kinds of poetry were soon understood. The analysis of the poem was now commenced, and in going through with this, as sentence after sentence of the masterpiece passed under review, an attempt was made in every instance to reach the meaning. Success here was tested by requiring the scholars to transpose the lines, to express the thought in language of their own. When this process proved unsatisfactory, many illustrations were employed until the dullest pupil showed some critical knowledge of the sentence. The numerous personifications of the elegy were made to help, at least, a little, the faculty of imagination, which is so often deplorably wanting. The few historical illusions were not passed over in silence. There was no haste when we read this stanza:

> "Some vallage Hampden, that, with dauntless breast,
> The little tyrant of his fields withstood—
> Some mute, inglorious Milton here may rest;
> Some Cromwell, guiltless of his country's blood."

That glorious trio was not left until we were satisfied that it belonged rather to the living than to the dead.

These and other exercises, the result of much preparation and thought, kept np the enthusiasm of the class, and greatly relieved the monotony of analyzing sentences, clauses and phrases.

In connection with parsing, there was a splendid opportunity to give a world of information about words. Parsing, as it is often taught, is stupid enough; but when it was relieved by free and rational instruction in the elements of words which had been incorrectly sounded, in the precise power of prefixes and suffixes, in the history of such suggestive words as "contemplation," "curfew" and "sincere," the dislike to this exercise ceased. All this time the grammar was used merely as a book of reference, and was not consulted more constantly than the dictonary. The familiar lecture on the various topics just named, accompanying almost every lesson, accomplished far more than books towards giving a critical and grammatical knowledge of the

poem. Before we finished the study of the Elegy, which, in this exhaustive way, required about twelve weeks, my young soldier told me that he had conquered his dread of Grammar; and, indeed, he and many others of his class were now ready to enter with profit and delight upon the study of language.

I have been thus minute to show the effect in my school of oral instruction incidentally bestowed. Before the Constitution of the United States formed a regular part of our course of study, frequent oral lessons in Political History were given in the High School; because while young people might read the romance of history, they were too apt to omit whatever looked like politics. Such lessons should of course end with appropriate questions and answers, or, better still, the older scholars should be required to give abstracts of them in writing.

How Much vs. How Well.

"GO AHEAD" may be styled the great American motto. "Be sure you are right" does not always form the leading part of the maxim.—Young America—I don't mean young Americans only—does not easily learn to make haste slowly. He scarcely doubts his ability to master any art or profession almost by intuition. In business he expects to make a fortune, not by patient industry, but by some "royal road."

The same characteristic is very manifest in our modes of education. Few are willing laboriously to build up the fabric of knowledge upon carefully laid, substantial foundations. Most of our pupils seem to think that their genius belongs to the species of genii Aladdin is said to have been able to summon to his aid by means of his wonderful lamp, so that they can build the palace of knowledge in sudden magnificence as if by magic.

Yet, with wonderful inconsistency, they think school-training must begin almost in babyhood. Very young children are kept in school some six hours per day, while their frames are scarcely more firmly knit than in early infancy. It need not, therefore, surprise us that, in some portions of our country, deformity has become frightfully epidemic among the pupils of the schools.

We think the people of China barbarous in deforming the feet of

their female children. We do not consider the flattened heads of a certain tribe of Indians as a special mark of wisdom and good taste. Still we take a course favorable to general deformity of the whole body, while "Celestials" and Flatheads confine their noted deformities to the head and feet.

Thousands of children leave the school-room for the last time with nervous energies exhausted, cheeks flushed, brains burning, and, after a few days of sickness, are prematurely graduated, not merely from school, but from life. It requires but little imagination to see the path of modern science, like the caravan routes through the Eastern deserts, marked with the bodies of the multitudes that have fallen sacrifices to the perils of the way. Many who do not fall in the course of study become physically weakened and unfitted for the best use of the school culture afforded them. Like Chinese ladies, they are crippled by their elaborate training.

For this viciousness of method is, by no means, confined to primary schools. The higher schools often give too many hours to class exercises and studies. The energetic student sometimes finds the whole day quite too brief for all his studies in mathematics, natural sciences, drawing, essays, and all the rest of the varied routine of the crowding and cramming process. The pupil is sometimes so pressed and hurried beyond the limit of his strength, that he yields to the temptation to mount a "pony," as college boys would style it; he submits to be carried or helped over his difficulties, and thereby fails of securing the discipline which is gained by manfully mastering his lessons by patient study. To both the body and the mind the hurrying, imperfect method is harmful.

It is little occasion for wonder that, after trying this method, some prefer the more promising course of the commercial college, hoping by this "improved patent" to secure a sufficient business training in a single brief term.

The evils of our system fall, perhaps, more severely upon the teacher than the student. The confinement of the former to the school-room is usually for a greater length of time per day. The strain of attention and of care is, also, in his case, usually much greater. In the labor of well conducted class exercises, four hours are sufficient for quite a laborious day's work. Often the teacher occupies as much time

outside of school hours, in examining and correcting written exercises, etc., making his toil unreasonably protracted.

The system at present in vogue is wasteful, because it tends to reduce the energies of the instructor below a true working pitch. It wears out and drives from the vocation hundreds of most enthusiastic and successful educators.

Perhaps some persons, conceding the evils now reviewed, will regard them as practically irremediable. It will, perhaps, be asked: What can teachers do to remedy evils entrenched in the school legislation and school usages of the state?

It doubtless needs the co-operation of others, in order to secure a thorough remedy. Still, it would seem, the principal of a school might do much to relieve the burden of unwisely prolonged sessions by a suitable arrangement of rests, recesses and physical exercises. I am well aware that most instructors need the whole time afforded them for due attention to all their class exercises. It is admitted that the corrected method would require a more numerous corps of teachers, and an increased number of recitation rooms. Still, I believe, that, until these can be secured, nothing important will be gained by overworking teachers and pupils. [NEW YORK TEACHER].

Reading.

Taken from the Report of Hon. J. L. Pickard, Superintendent of Schools, Chicago, Ill.

To this branch of study its due prominence is seldom given. Nothing is taught in our schools of greater value to the pupil, and its importance cannot be over-estimated. Properly taught, it conduces more to a full mental culture than does any other branch in our school course. It may be difficult to trace its comparative merits, since it enters into all study, and lies at the very foundation of the successful study of all branches pursued. He who cannot read, can do little else. He who cannot quietly study the thoughts of others, will have little food for his own thought, and his mind must be dwarfed. Nor can he who has not learned to read, listen with profit to the reading of another. His mind has not grasp enough to comprehend the truths presented. Pleasing stories, apt illustrations, may chain his attention and

be fixed in his memory, but the lesson of the story, and the truth illustrated are not understood. A child had listened to the touching story illustrating George Washington's devotion to truth, and in reciting to his father the lesson he had learned, he says: "Oh Pa! George Washington's father told him he would rather he would tell a few lies than to cut down one cherry tree." If we could follow to their homes the children, or even "children of larger growth" to whom we have read or recited anecdotes illustrating the most important truths, how many times should we find our truths displaced by the most absurd nonsense or it may be by palpable untruths.

I use not this illustration for the purpose of discouraging the use of the best method of teaching children, but that the experience of many and perhaps all teachers may be cited in support of the statement that one who cannot himself read will derive but little benefit from hearing another read; and that the teacher may not rely upon a single reading or recitation, but may by careful inquiry make sure that right impressions have been made upon the mind of the child; and still farther that the child may be encouraged to read for himself the anecdote recited in his hearing. The object of learning to read is two-fold; 1st—That knowledge may be acquired. 2d—That knowledge may be imparted. This knowledge is brought to us in words. These words must be made familiar to our sight and recognized as the clothing of distinct and definite ideas, that we may learn while we read; and the sounds represented by the words must be so clearly uttered that we may convey to listeners the thoughts of the author, or in other words the impression made upon the mind of the listener through the ear must be as distinct and as clear as though it reached the mind through the eye. No pupil can be considered a good reader who does not read intelligently and intelligibly. Intelligent reading implies mental activity, quick perception and an understanding of the relations of words to each other and to the thoughts they represent. Intelligible reading implies all the above and such vocal culture as will insure a perfect understanding by those who hear, both of the words uttered and the thoughts clothed in the words. Reading, unlike most other studies, may be made a life study, and no person becomes a perfect reader until he attains complete mastery of his voice and of all the muscles used in giving expression to thought,

and such mental power as enables him to grasp at once the ideas of the author he reads. Like all other great works, this has very small beginnings. With the beginnings our teachers have most to do. That I might learn something of their appreciation of the importance of this work, and that I might be better prepared to suggest methods that should lead to its more successful prosecution, I conducted during the second term of the year an examination of classes in reading through all the grades of all the District Schools, selecting one class, and in some instances, two, of each teacher. The course pursued in all cases except the very lowest grades, was to select some piece the class had read, and in reading to note all mistakes made such as omitting, miscalling, clipping or repeating words, and in the pauses, etc. Another piece was then selected of different style from the first, most generally a poetical selection, and the position of the pupil, his general manner and style of reading were noted. The marks made were then averaged; the class were requested to close their books, and when called upon to rise, to open the book and read the first sentences the eye rested upon. The test was quite severe, and the average of the marks attained by the first two readings was changed slightly according to the success or failure of the pupil under this test. By the first reading, I gained some knowldge of the acquaintance of the child with words and pauses; by the second, some idea of his comprehension of the author's thoughts and of his ability to express the thought he had derived from the study of the author; and by the third, I learned something of the child's self-possession, quickness of perception, and of the power he had gained from previous study.

After completing this examination and bringing together results, I classified as follows:

Whole number of classes examined	256
Whole number of scholars examined	5,000
Classes of excellent readers	31
Classes of good readers	101
Classes of fair readers	90
Classes of tolerable readers	21
Classes of very poor readers	13

Particular excellencies were pointed out to the class and to the teacher. Particular faults were generally suggested to the teacher alone

The general result disappointed me very happily, as I had previously listened to the reading of classes without making any minute at the time, I had remembered most vividly the faults and was not prepared for so favorable a result as the examination presented.

The particular faults noted were, monotonous and measured reading arising from a careless use of the concert method, recalling words once spoken, a general stumbling and hesitating style the result of inattention of both pupil and teacher, careless and sometimes lounging position of pupils in a class, and in a very few instances low and hurried utterances.

The particular excellencies were, erect and manly posture, distinct articulation, clear and audible tone of voice, correct expression, calm and self.possessed manner, and a general appreciation of the thoughts uttered.

This examination can not in all cases be made a criterion by which to judge of the teacher's merits or abilities. There are many modifying circumstances. Some classes that appeared to disadvantage, are under the guidance of those whom I know to be excellent teachers of reading. But the general result has confirmed me in the belief that one who can teach reading well, will be found in all other respects a good teacher. Power to discipline well, general intelligence, animation and patience, which are so essential to one who would teach reading well, lie at the foundation of success in all teaching.

In the lower grades those classes succeeded best which had been instructed from black boards as well as from charts. Their teachers had framed a great variety of simple sentences, introducing words in common use, and words that had a meaning comprehended by the child. The children themselves were encouraged to construct sentences, and to find the words printed upon the board as they were given by the teacher. In all cases I found the greatest interest manifested by classes that had learned from sentences rather than from detached words. Teachers who had studied their lessons carefully before coming to their classes, and had arranged simple sentences from the words given upon the cards used, had no difficulty in keeping up an interest on the part of the children.

In the higher grades I was gratified to find many teachers who studied the reading lesson even more carefully than they required pu-

pils to do. The benefit of such study was very apparent in the examination, and it is submitted to teachers whose classes are ranked as "tolerable" or "very poor," whether they may not here find the secret of their failure.

In our text-books there may be found many sentences or even paragraphs that may be used only for the purpose of acquiring distinct articulation. Teachers cannot expect to teach expression by the use of such sentences. The study of the teacher should aim at this—What use shall I make of this sentence to-day? Shall the child acquire from it vocal culture merely, or mental culture, or both combined? What particular fault is this lesson specially fitted to correct? What excellency may here be attained?

While all lessons should be carefully prepared by the teacher, the importance of such preparation can be enforced nowhere more profitably than upon this subject of reading.

Books.

Books, as Dryden has aptly termed them, are spectacles to read nature. Eschylus and Aristotle, Shakespeare and Bacon, are priests who preach and expound the masteries of man and the universe. They teach us to understand and feel what we see, to decipher and syllable the hieroglyphics of the senses.—HARE.

I have ever gained the most profit, and the most pleasure, also, from the books which have made me think the most; and, when the difficulties have once been overcome, these are the books which have struck the deepest root, not only in my memory and understanding, but likewise in my affections.—ANON.

Thou mayest as well expect to grow stronger by always eating as wiser by always reading. Too much overcharges nature, and turns more into disease than nourishment. 'Tis thought and digestion which make books serviceable, and give health and vigor to the mind.—FULLER.

To divert at any time a troublesome fancy, run to thy books; they presently fix thee to them, and drive the other out of thy thoughts. They always receive thee with the same kindness.—IBID.

Plays and romances sell as well as books of devotion; but with this difference: more people read the former than buy them; and more buy the latter than read them.—TOM BROWN.

Tables of the Metric System.

The following are the tables of the Metric System, which has been adopted by Congress, and, we trust, will soon be in general use.

MEASURES OF LENGTH.

Metric denominations and value.		Equivalents in denominations in use.
Myriameter	10,000 metres	6.2137 miles.
Kilometer	1,000 metres	0.62137 mile, or 3280 feet and 10 in.
Hectometer	100 metres	328 feet and 1 inch
Dekameter	10 metres	393.7 inches
Meter	1 metre	39.37 inches
Decimeter	1-10 of a metre	3.937 inches
Centimeter	1-100 of a metre	0.3937 inches
Millimeter	1-1000 of a metre	0.0394 inches

MEASURES OF SURFACE.

Metric denominations and values.		Equivalents in denominations in use.
Hectare	10,000 square metres	2.471 acres
Are	100 square metres	119.6 square yards
Centare	1 square metre	1550 square inches

MEASURES OF CAPACITY.

Metric denominations and values.			Equivalents in denominations in use.	
Names.	No. of liters.	Cubic Measure.	Dry Measure.	Liquid or Wine Measure.
Kiloliter or stere	1,000	1 cubic meter	1.308 cu. yards	264.17 gallons
Hectoliter	100	1-10 cubic meter	2 bu., 3.35 pcks.	26.417 gallons
Dekaliter	10	10 cu. decimeters	9.08 quarts	2.6417 gallons
Liter	1	1 cu. decimeter	0.908 quarts	1.0567 quarts
Deciliter	1-10	1-10 cu. decimt'r	6.1022 cu. inch	0.845 gills
Centiliter	1-100	10 cu. centimet'rs	0.6102 cu. inches	0.338 fl. ozs.
Milliliter	1-1000	1 cu. centimeter	0.061 cu. inch	0.27 fl. drs.

WEIGHTS.

Metric denominations and values			Equivalents in denominations in use
Names	Number of Grams	Weight of what quantity of water at maximum density	Avoirdupois Weight
Miller or Tonneau	1,000,000	1 cubic meter	2204.6 pounds
Quintal	100,000	1 hectoliter	220.46 pounds
Myriagram	10,000	10 liters	22.046 pounds
Kilogram or kilo	1,000	1 liter	2.2046 pounds
Hectogram	100	1 deciliter	3.5274 ounces
Dekagram	10	10 cubic centimeters	0.3527 ounces
Gram	1	1 cubic centimeter	15,432 grains
Decigram	1-10	1-10 of a cu. centimeter	1.5432 grains
Centigram	1-100	10 cubic millimeters	0,1543 grains
Milligram	1-1000	1 cubic millimeter	0.0154 grains

Somebody's Darling.

The following exquisite little poem was written by Miss MARIE LACOSTE, of Savannah, Ga., and originally published, (we think,) in the "Southern Churchman." It will commend itself by its touching pathos to all readers. The incident it commemorates was unfortunately but too common in both armies:

Into a ward of the whitewashed walls,
  Where the dead and the dying lay—
Wounded by bayonets, shells and balls—
  Somebody's darling was borne one day.
Somebody's darling! So young and so brave,
  Wearing still on his pale, sweet face,
Soon to be hid by the dust of the grave,
  The lingering light of his boyhood's grace.

Matted and damp are the curls of gold
  Kissing the snow of that fair young brow;
Pale are the lips of delicate mould—
  Somebody's darling is dying now!
Back from the beautiful, blue-veined face
  Brush every wandering, silken thread;
Cross his hands as a sign of grace—
  Somebody's darling is still and dead.

Kiss him once for SOMEBODY'S sake,
  Murmer a prayer soft and low,
One bright curl from the cluster take—
  They were somebody's pride, you know.
Somebody's hand hath rested there;
  Was it a mother's, soft and white?
And have the lips of a sister fair
  Been baptized in those waves of light?

God knows best. He was somebody's love;
  Somebody's heart enshrined him there;
Somebody wafted his soul above,
  Night and morn, on the wings of prayer.
Somebody wept when he marched away,
  Looking so handsome, brave and grand;
Somebody's kiss on his forehead lay;
  Somebody clung to his parting hand.

Somebody's watching and waiting for him,
  Yearning to hold him again to her heart;
There he lies—with the blue eyes dim,
  And the smiling, child-like lips apart.
Tenderly bury the fair young dead,
  Pausing to drop on his grave a tear;
Carve on the wooden slab at his head—
  "SOMEBODY'S DARLING LIES BURIED HERE!"

THE POOR MAN'S LIBRARY.—Its range of topics and fullness of treatment on matters in regard to which we have never thought of consulting a dictionary before, and yet have not known where else to go, have made the new illustrated edition of Webster a library for the poor man, and an indispensable piece of furniture for the table of the scholar.—(GEORGE WOODS, LL.D., President Western University, Pa.)

Editorial Miscellany.

Keeping Scholars After School.

This is a subject which teachers often discuss and on which the best of teachers disagree. Some very excellent teachers oblige their pupils to learn the task assigned them before they allow them to return to their homes. These teachers claim that the fear of punishment of this kind, which they consider disgraceful, causes increased exertion on their part, also that the loss of their accustomed amusements after school is perhaps a greater punishment than the disgrace of being kept after school. Our experience in keeping scholars after school has not been such as to warrant us in recommending it. The first scholar we kept after school was a boy as obstinate as a mule and very dull. We stayed until darkness compelled us to adjourn. We have tried it many times since, but never with success. Most scholars seem to enjoy it; they feel that they are punishing the teacher, and in nine cases out of ten the teacher suffers more than the scholar. When the teacher has labored hard for six hours, nature is nearly exhausted, and he needs rest, while the scholar has scarcely begun to feel any fatigue. Our chief objection, then, to this kind of punishment is, that the teacher suffers more from it than the scholar. Several writers have recommended the dismissal of all scholars who have recited perfect lessons and have been perfect in deportment one-half hour before the dismissal of the school, claiming that the hope of a reward of this kind was a greater inducement to study than the fear of punishment. We have tried this and found it to be the case, but we would urge no teacher to adopt this practice until thoroughly convinced of its utility. At all events, it is far easier for the teacher.

Examinination and Licensing of Teachers.

At a meeting of County and City Superintendents held at Portage City, in August last, the following report on examination of teachers was unanimously adopted:

Your committee to whom was referred that portion of the President's address relating to the examination of teachers respectfully report:

That the object of the examination is to determine

FIRST, What the teacher knows.

SECOND, What the teacher can do.

To obtain information upon these two points, it seems to us best that the superintendent have recourse to BOTH written and oral examinations. Written examinations can hardly be, with profit, superceded by oral examinations for the following reasons:

1. Applicants can prepare the answers with more deliberation, and with less embarrassment.

2. Much more can be done in a given time and more uniform questions can be submitted.

3. The superintendents having time can more carefully consider the answers given, and arrive at more correct results.

4. The filing of the written answers constitutes the only protection which the superintendent has against the charge of impartiality and injustice. Other considerations suggest themselves which your committee do not feel at liberty to discuss, owing to the shortness of our session; but among them may be mentioned the important fact, that the written examination shows to the examiner MUCH MORE than the simple answers to questions submitted. The penmanship, orthography, punctuation and style of an applicant are by no means minor considerations in deciding upon his qualifications. Your committee, would, however, by no means discard oral examinations. These, by their nature, better attain the second object of the examination by showing more clearly what the applicant can DO.

We, therefore, heartily endorse the suggestions of Supt. McMynn in reference to endeavoring to popularize examinations. Our own experience has demonstrated to us that the presence and assistance of qualified persons contribute much to the interest and profit of an examination. The oral examination should not be made up merely of

questions and answers, but should consist in part, at least, of demonstration and explanation from maps, globes, or blackboard.

Your committee submit the following suggestions in reference to methods of examination.

We are of opinion that an improvement can be made in the matter of the questions submitted.

So far as your committee is aware the custom has been to submit to the applicant five or ten questions and require him, in order to secure the highest grade upon his certificate, to answer fully all these questions. It seems to us that the results desired might be better attained by submitting 7 or 14 questions, allowing the applicant to elect 5 out of 7 or 10 out of 14, and answer these, thereby obtaining a grade of 100.

It may be urged in favor of this, first, that in many or the subjects upon which examinations are made, there is much of mere technical knowledge required, and the mere temporary inability to recall such knowledge is not an evidence of incompetency. By giving the applicant the election between questions, although they may be of equal difficulty, better justice would be done.

SECOND. It gives the examiner the opportunity to ask what may properly be called "suggestive or directing" questions, not so much for the purpose of having them answered, as to point out to teachers subjects or points for future study. This is a consideration by no means to be lost sight of.

The subject of "Theory and Practice of Teaching," also mentioned as a part of examinations, seems naturally to divide itself into two heads. Examinations under either of these must be very limited until more accessible means of qualifications are provided. The applicant's theory can be drawn out by questions pertaining to the various duties of the school room, and to his method of accomplishing certain results. Some knowledge of his philosophy of education (if he has any) may be obtained in this way. At all events, the examiner can find whether the applicant has ever read any educational books or periodicals—information of value in determining his fitness to teach.

If he is found deficient in knowledge of his profession, and if he can furnish no evidence of his fitness to teach, a certificate should not be granted.

Your committee submit the following resolutions as a condensed summary of the above report:

1. RESOLVED, That in the examination of applicants superintendents must rely chiefly upon the written examination as a test of scholarship.

2. RESOLVED, That by submitting to the candidate an extra number of questions, from which he may select a fixed number to answer, more just and satisfactory results may be reached than by the present custom, and the examiner may thus the more reasonably insist that "the answer be correct in fact and in form."

3. RESOLVED, That as oral exercises enable the examiner to judge more clearly of the manner, facility of oral expression, clearness of explanation, and SPIRIT of the candidates, they should exercise a strongly modifying influence on the result of the written exercises.

4. RESOLVED, That oral exercises should embrace not only the ordinary questions upon the theory of teaching, but also the ability to use properly globes, maps and other apparatus.

5. RESOLVED, That while the superintendent should be satisfied in regard to the theory of the candidate, yet he cannot judge of the ability to apply such theory until he has seen the teacher in the school room, and therefore the grading of this item upon the certificate should be deferred until the school has been visited.

6. RESOLVED, That the standard of relative attainments to be required of each person examined for certificates of the 3d, 2d, and 1st grades, respectively, should for the present remain as heretofore fixed, viz: at 5, 6 and 7 in each branch, on a scale of 10, leaving it to each superintendent to fix the standard in his own county as much above the minimum as the state of advancement in such county will admit.

HON. ARTHUR MCARTHUR, of Milwaukee, has consented to deliver the annual address before the next meeting of the State Teachers' Association, to be held in La Crosse in July next.

WE will state, for the satisfaction of Mr. J. H. Terry, Secretary of the Wisconsin State Teachers' Association for the July session of '66, that he is in no way responsible for the disconnected and imperfect report contained in the August number of the JOURNAL. The Milwaukee Sentinel had the report for publication and failed to send us the whole of it. It was consequently disconnected and incomplete.

UNDER the Normal School Law, State Superintendent McMynn has appointed visitors to the Platteville Normal School, Judge J. T. Mills, of Grant County, Rev Alfred Brunson, of Crawford, and Hon. Henry S. Magoon, of La Fayette.

BIDS FOR THE NORMAL SCHOOLS.—The following is a complete list of the bids for the location of the Normal Schools in this state:

BARABOO offered a site and $10,000 in cash, together with the Baraboo collegiate institute building and grounds. Gen. Starks, in addition to this, offered 120 acres of woodland, 3½ miles from Baraboo.

BERLIN offered a site and $30,000 in cash.

FOND DU LAC offered a site, $30,000 in cash, and the use of the city high school building until the completion of the normal school building.

GENEVA offered to donate the building and ground of Geneva Seminary.

MILWAUKEE offered an improved site, $25,000 in annual payments of $5,000, and $6,000 in annual payments of 3,000, or $31,000, and the use of the school building until the completion of the normal school building.

NEENAH and MENASHA offered a site and $30,000 in cash.

OMRO offered a site and $30,000 in cash.

OSHKOSH offered a site and $30,000 in cash.

PLATTEVILLE offered the Platteville academy and grounds, $1,100 to be used in repairs, and $5,000 in cash.

PRAIRIE DU CHIEN offered the building and grounds now known as Prairie du Chien college.

RACINE offered an improved site and $27,000 in cash.

SHEBOYGAN offered a site and proposed to erect a building according to the plans furnished by the board free of expense to the state.

STOUGHTON offered a site, $35,000 in cash, and 40 acres of woodland near the village.

TREMPELEAU offered a site of five acres and $11,500 in cash.

WAUPUN offered a site and $12,000 in cash.

WHITEWATER offered a site and $25,000 in cash.

MR. PEABODY'S DONATION.—Estimating the Mississippi bonds at half a million of dollars, we believe the following list of Mr. Peabody's donations approaches correctness:

The Poor of London	$2,250,000
Town of Danvers	60,000
Grinnell arctic expedition	10,000
City of Baltimore	1,000,000
Phillip's Academy	25,000
Mass. Historical Society	20,000
Harvard College	150,000
Yale College	150,000
To the South	1,500,000
	$5,165,000

In speaking of these donations the Boston Journal says:

"The amount of each bequest has been large, but his last gift excels any previous single gift in magnitude. One million dollars cash, and $1,100,000 in Mississippi bonds constitute a large sum for the promotion of education—intellectual, moral and industrial—in the southern and south-western states, and great and important results and benefits will inevitably result from such a bequest, both for the south and the whole Republic. Nothing is more needed at the south than opportunities for the young men and women of the present and future generations to gain a thorough and practical education. The states are so burdened with debts, and individuals are so oppressed by the losses and waste of the war, that they can do but little for education, and the bequest was just what was needed. The entire country will share in the benefits of the gift, for the better educated our citizens are, the better citizens they will make. Massachusetts should be proud that she has produced a man who has done so much for the poor of England, the advancement of science and education of our people, as Mr. Peabody has in his magnificent bequests.

MATHEMATICAL QUESTIONS.—Given the heights of three towers placed at the angular point of an equilateral triangle a, b, c, in the order of the magnitude; with the base or side of that triangle, d; to find a point within the triangle where a ladder must be placed to reach the top of each tower—that is, the distances of this point from the angular points of the triangle, and also the length of the ladder. The heights are respectively 28, 30, and 34, and the side of the equilateral 50 feet.

Find two numbers whose sum and product are equal, neither of them being TWO. (Done by Algebra.)

A gentleman a horse did buy;
  He was both lean and poor;
A golden guinea was his price,
  And five good shillings more.
He fed his horse with oats and grass
  'Till he got very sound,
And, meeting with a purchaser,
  He sold him for ten pounds.
He lost by this one-fourth prime cost,
  And half his feeding too.
What did the feeding stand him in?
  Is all I ask of you.

Local and General Intelligence.

THE Vermont School Journal is dead, and its subscription list has passed to the publishers of the Massachusetts TEACHER.

HAMILTON COLLEGE.—The presidency of this institution has been accepted by Professor Brown, of Dartmouth.

NEW YORK CITY.—The Board of Education appropriate $2,522,000 for the support of the schools during 1867.

PHILALDELPHIA.—The salaries of the school-teachers in Philadelphia are to be increased 25 per cent.

MINERAL POINT.—The public schools of this city are prospering under the charge of Prof. Foster. There are 9 teachers and 450 scholars

DARLINGTON.—The public schools of Darlington have been lately re-graded under the supervision of Prof. Allen, of Platteville. They are in successful operation.

CONNECTICUT.—Yale College Catalogue shows 26 students in Law; 30 in Theology; 122 in Philosophy and Arts; and 500 undergraduates; in all, 709. There are 50 instructors.

MR. A. S. KISSEL, formerly at the head of the schools of Davenport, and the originator of its training-school, has been elected Superintendent of Schools in Minneapolis, Minn., at a salary of $2,500 year.

DIED, at his residence in Elbridge, N. Y. ,Jan. 19th, 1867, after more than twelve years suffering as an invalid, Prof. H. N. Robinson, LL.D., the well-known author of a series of mathematical text-books, aged 61 years.

REV. BIRDSEY G. NORTHROP, agent and lecturer for the Massachusetts Board of Education, has succeeded Prof. Daniel C. Gilman as Secretary of the Connecticut Board of Education and Superintendent of Common Schools.

PROF. D. P. MAYHEW has recently been elected Principal of the Michigan Normal School at Ypsilanti, vice Prof. Welch, who resigned some months since.

THE Vermont State Normal School at Randolph has commenced its session under the direction of the Board of Education, with Prof. Edward Conant as principal. The examiantion for admission will take place on Monday, February 25.

WATERTOWN.—The superintendent in his last report states the number of teachers in this city to be 17. Number of pupils, 807. Per centage of attendance, 85. Total wages per month of teachers, $518. He complains of irregularity of attendance. He reports that the school apparatus was willingly and intelligently used by the teachers, and favors its increase.

MICHIGAN.—The University of Michigan at Ann Arbor has an endowment of about half a million dollars, arising from the first sale of two townships of land, or 46,080 acres. The fathers of the state induced congress to make this provision, when it was admitted into the Union. Other states have followed this example; but some of them have not carefully husbanded their funds, and others have not yet had time to develop their resources. Besides this, the State of Michigan has loaned the University $100,000, and relieved it from paying interest, thus making it, in reality, a grant to that amount. The City of Ann Arbor has given the grounds, about 40 acres, upon which the buildings stand, and also $10,000 toward the Medical Building, and $2,500 to improve the Observatory. By some the University of Michigan is considered very rich; but the above are the simple facts. The State of Michigan has not endowed nor enriched it; she has merely preserved its funds with discretion, and, without feeling it might easily double its income. Our institution has not obtained its reputation by enormous wealth, but by earefully and judiciously employing its means, so as to achieve the greatest results.

THE State Agricultural College, located at Lansing, Michigan, has a faculty of 8 professors, with 67 students in the college proper, and 51 in the preparatory class. The institution seems to be in successful operation.—(ILL. TEACHER.)

Book Notices, &c.

"Our Young Folks," published by Ticknor and Fields, Boston, Mass., is the most popular periodical of the kind in existence. It can hardly be improved.

"The Nation."—One of the best literary papers in the country; should be well supported by the teachers of this state. E. L. Godkin & Co., Publishers, 130, Nassau St., New York.

"The Little Corporal" is the most entertaining publication for the young that we have ever examined. We cannot see how it can possibly have a superior, or if it could have, how the young folks could possibly wish for anything better.—(Pennsylvania Teacher.)

Erasable School Tablets.—We acknowledge the receipt of these very useful and convenient Tablets. They are economical even if the teacher has to purchase them. One can hardly believe the amount of confusion and noise that is prevented by their use. They are cheap and durable. Address American Tablet Co. Boston.

Æsop's Fables. We have received this very neat book from the publishers, Fowler and Wells, of New York. It makes a beautiful present to a scholar or a child, and contains among its lessons many valuable precepts. It is beautifully illustrated, bound in crimson muslin with bevelled edges, and is sold for the low price of one dollar.

Drawing from Objects.—A Manual for the Teachers and Pupils of Common Schools. By Prof. John Goodison, Instructor in Drawing and Geography in the Michigan State Normal School. New York: Ivison, Phinney, Blakeman & Co. Chicago: S. C. Griggs & Co.

Drawing, a long neglected branch of study in our Public Schools is treated of in this work, in a masterly manner by the author, who is a teacher of great experience in Normal and graded schools. He has adopted this plan of drawing from objects after a long trial of different methods. In this work are full instructions accompanying the different steps, so that any person of ordinary intelligence can readily teach it.

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Composition Writing.

So important is the question of education to a community, that any hints or suggestions drawn from experience must be useful. It is with this view only that I venture to give some results of my own experience as a teacher of long standing.

Of one fact I have been—I suppose in common with most other teachers—long aware, and that is, the extreme unwillingness shown by the pupils of our common schools towards advancing themselves in English composition.

It is often with me, as I suppose it is with others, too, a matter of annoyance, not to say painful regret, to find that on "composition day" no efforts of any importance have been made to meet the express requirements of the occasions. Now, grant that some of the fault may primarily rest with the teacher, whose commands should be enforced, so as to meet with scarcely less than implicit and unqualified obedience. To promote this end in some measure, as to try to overcome this juvenile distate—this literary incapacity—I propose to lay down a simple mode of proceeding. In this I shall not follow the forms and rules of writers on this subject, neither shall I, out of my own head, devise forms and rules; but I shall rather prefer to take the language itself, beginning with the simplest enunciations of thought, and assist the pupil to analyze them, so as to deduce for himself the fundamental facts and elementary principles of the English tongue. This process shall consist of the forms of the language, or its grammar; the productions of the language, or its literature; and the progress of the language, or its history. Having these facts placed before his mind, and aiming

at plainness and simplicity, I will persuade my pupil to write a short composition out of his own mind and head, in this wise. For this purpose, I can suggest that he may take for his subject any one of the sentences given him to parse, at the same time expressing the confident hope that he will try to express his thoughts upon it as well as he possibly can, without hesitancy, even should they prove to be poor and superficial—only to write something, and let that which he writes be his own. That in writing a copy, transcription is right; but in composition it is otherwise, composition being the expression of thought. That he must accustom himself to think, and write down what he thinks and put down nothing else, I would tell him, further, that he would be greatly asssisted in finding materials for composition by putting to his own mind some questions in the subject-matter before him—for instance, suppose the theme or subject is, "One vice is more expensive than many virtues;" the questions to ask oneself on this are, perhaps, the following:—

1st. Do I know the meaning of each word and the import of the whole?

2d. Is the statement true?

3d. If true, on what grounds or what reasons?

4th. If not true, can I state it so as to make it true?

5th. If true, can I write down any fact or anecdote exemplifying its truth, in something I have heard, read, known, &c.?

6th. If true, can I, by blending together reasoning and fact, produce an essay to illustrate its truth?

In this way ample material for composition may be found. Again, narrative being the easiest kind of composition, I would suggest subjects for short narration. I would desire him to take some home theme, as, "My Own History During a Day, &c." Telling him to be sure not to omit any particular; first writing down on his slate every minute circumstance of the day, such as the time he rose, the meals he took, where he partook of them, the time he left the house, where he went, what he did, whom he met, conversed with, and what was said, &c.; in short, all the day's duties and pleasures, until he retires to bed; persuade him against the folly of supposing that such a subject is unworthy of his notice; tell him that he is learning to inform himself and can begin well only by beginning with that with which he is

most familiar. Or if poetically inclined, narrate A Morning Walk; but never mind that for the present, let rhyme alone for awhile; it is very easy to tag together similar sounds. It is good sense, and good feeling, expressed in good English, that we want to come at, and for this purpose practice in prose is indispensible. More anon.

J. C.

Rules for School Government.

THE following rules and regulations have been adopted by the School Board of District No. 5, town of Platteville, for the government of the school in said district:—

1st. The teachers of the several departments are required to open the rooms and put them in order at half past eight o'clock in the morning, and to remain there on duty until four o'clock p. m.

2nd. The first bell be rung at half past eight in the morning; second bell at a quarter before nine. Opening exercises to commence at ten minutes before nine. Roll call at nine o'clock. First bell in the afternoon will be rung at a quarter before one; second bell at five minutes before one. School to be opened at one o'clock.

3d. Pupils are required to be present at roll call in the morning, and all pupils coming in late will be required to give sufficient reason for such tardiness.

Pupils are requested to be present at one o'clock in the afternoon and none will be admitted after that time, except those who take lessons in music at that hour.

4th. Pupils are not allowed to absent themselves from school without good reason, and those absent more than three days, without sufficient reasons, will not be admitted to the privileges of the school without permission of the District Board.

5th. Any pupil who shall injure any property belonging to the district, and shall refuse after a reasonable time, to repair the injury, or pay the amount of the damage, shall be suspended from the privileges of the school until the amount of damage is paid.

6th. Pupils are required to maintain at all times a quiet and orderly deportment when in and about the schoolroom, and no obscene or pro-

fane language will be allowed under the severest discipline of the school.

7th. Pupils are required to be polite and respectful to their teachers and to each other; to avoid all unnecessary noise in or about the school-room; to step lightly on passing up or down stairs and in passing across the school-room floor.

No communications will be allowed except at the time set apart for that purpose.

During the recesses, pupils are not allowed to leave the school ground without permission.

8th. Any pupil who shall persistently neglect or refuse to obey the above rules and regulations shall be expelled from the school whenever on due examination it shall appear that the interest of the school demands his expulsion.

A Teacher's Thoughts.

FIVE minutes of nine: the bell rings, and here, in double file, they come. Faces flushed by the keen december wind, and eyes bright with the excitement of play. Up the stairs with springing steps, and on through the halls, until one after another is lost from sight in their respective rooms—and STILL they come! Four hundred boys and girls! What powers for good or evil! What capacity for joy and sorrow! What will their future lives be? In what paths will they walk in the years that are coming?

As these questions arise, our thoughts go out to the broad western lands that yet remain to be possessed, and we think that some of these boys may be called there to open farms, build up cities, and lay out railroads, and, mayhap, to open up the mines of mineral wealth with which our country so abounds; and some, too, must remain in our midst to stand, after a while, in the place of our business men, while others may serve the interests of humanity as well in the walks of a professional life. But, be this as it may, each one of them must be the centre of an influence widening with the years and extending beyond time; and in the future of each lies a life-work to be done. Shall he be instructed to do it well?

How many hearts have their best hopes centred in the young creatures now passing before us with their bright faces and care-free mind! Father, in the shop or the mill in the store or the office, toils cheerfully on as he thinks of his boys and girls now in school, and looks forward to the time when he shall see them useful and happy men and women; and mother is patiently going from one household task to another, comforting herself, as she grows weary of the endless making and mending and picking-up and putting-away, with the thought of the time when around her shall be tall sons and fair daughters making glad her heart. Grandma, busy with her knitting-needles, is thinking of the children, too. She remembers the time when her own little ones walked miles across the fields and through the woods to the old log school-house, where they learned to read, write and cipher; and, as she contrasts this with the advantages of THESE days, she expects great things of Johnny, Mary, and the others. If any of these bright hopes are blasted, if any of these children go out into the world with broken health and ill-developed minds, or hearts distorted by evil passions, shall any of the sin lie at OUR door.

But they are all gone now, and we must go too. As we enter the open door, our work for the day lies spread out before us. We have been told that it is CLEAN work. Yea, verily, if we do it well.—(ILL. TEACHER.

Obituary.

HORATIO N. ROBINSON.—Died at his residence in Elbridge, N. Y., Jan. 19th, 1867, after more than twelve years' suffering as an invalid, Prof. Horatio N. Robinson, LL. D., the well-known author of a series of Mathematical text-books, aged 61 years.

Prof. Robinson was born at Hartwick, N. Y, He never attended any but a district school until he was sixteen years old, when he made the calculations for an almanac, which attracted the attention of a wealthy gentleman of the neighborhood, who sent him to Princeton College. He did not remain, however, to graduate, but at the age of nineteen received and accepted the appointment of professor of mathematics in the navy, which position he filled acceptably for ten years, visiting many parts of the globe.

In 1835, he married Miss Emma Tyler, of Norwich, Conn., a most estimable lady, and removed to Canandaigua, N. Y., taking charge of the Academy in that place, and subsequently of the one at Geneseo. His health becoming somewhat impaired by teaching, he removed with his family, in 1844, to Cincinnati, Ohio. Here he entered the field of authorship, and his first production, the University Algebra, combined with so much of originality, new and practical methods, with such thorough knowledge and treatment of the subject, that it met with great success and popularity. This encouraged him to prepare several other works, all of which were published by Jacob Ernst, of Cincinnati.

He removed to Syracuse, N. Y., in 1850, and in '54 to the town of Elbridge, where he resided at the time of his death. In 1858, the publication of his books was removed from Cincinnati to New York, where Ivison, Phinney, Blakeman & Co. continue to publish them.

After this transfer, some of the best practical talent of the country was employed to assist Prof. Robinson in completing his series, by adding a full course of elementary text-books, and thoroughly revising and rewriting the higher mathematics. The very large and increasing circulation of these books attest their merits, and the name of the author will long be familiar to the best teachers and educators of the entire country.

He was an enthusiast in the pursuit of science, and what would have been considered severe labor, and even drudgery by many, was but recreation to him. During the many long years he was confined to his room, even to the week of his death, he was constantly employed in improving and developing some new thought, principle, or method of his favorite science; and, when unable to use the pen, and often while suffering the most acute pains, would he dictate for another to write. It is a rare and exceptional case to find the highest scientific talent joined to a pleasing simplicity of style and remarkable facility in imparting instruction: and still more rare to find such talent devoted to the preparation of text-books adapted to the young.

His devoted and faithful wife died in the fall of 1863, respected and loved by all who knew her. He has followed her, as we trust, to that better land, for although never a professed and active Christian, yet he gave unmistakable evidence in his last hours of a heart renewed by

grace, and of his firm unshaken faith in Him who saves to the uttermost all who trust in Him.

VICTOR COUSIN, the distinguished French philosopher, is recently deceased.

PROFESSOR ALEXANDER DALLAS BACHE, for many years Superintendent of the United States Coast Survey, died Sunday morning, Feb. 17, at Newport, R. I., of softening of the brain. He was a scientific man of high rank, and a grandson of Benjamin Franklin.—(N. Y. TEACHER.)

Marking.

IN our High Schools, and in most of the classes in our Grammar Schools, the rank of each pupil is kept by means of checks and credit, or marks for conduct and recitations; and in estimating rank, it is usual to combine the marks for scholarship with the marks for deportment. There are several objections to the system, as at present managed.

1. To mark for each recitation is a great tax on the time and attention of the teacher, and diminishes, to a considerable extent, his direct teaching power. So far as the teacher becomes a mere hearer of recitations, so far this objection ceases to hold good.

2. The difficulty of discriminating with sufficient accuracy to do justice to the pupils.

3. The tendency of the system to make scholars superficial, as the reward or rank is bestowed for passing the recitation, and not for what is treasured up and retained.

4. It is a perpetual temptation to practice deception, and it is probable that a very large proportion of pupils yield to the temptation sooner or later.

5. Conduct and scholarship are things totally unlike; and to add together the marks indicating these two distinct classes of merit to determine the sum total of the merit of a pupil is a proceeding as irrational as that of adding the numbers representing the weight and height of a pupil to ascertain the cubical measure of his corporeal figure.—(BOSTON SCHOOL REPORT, 1866.)

Extracts from Superintendent's Report.

In many of our villages and thickly settled towns a union of districts that would render it possible to grade the schools, would be advantageous. With primary schools conveniently located, and a central school of higher grade established, the benefits of the graded system may be made available. Until the adoption of the "Township system of school organization," special legislation must be sought by those localities desirous of securing the benefits resulting from the method of managing schools that has been found so effective in our cities and larger villages.

The number of children less than 4 years of age, who have attended the public schools some portion of the past year, is 2,176 or 9 more than were reported last year. This fact is creditable to neither the judgment of school officers, nor the humanity of those parents who permit their children to attend school at so early an age. The restraint and routine of the school room are not adapted to the growth of either the body or mind of a child less than six years of age. Listlessness, apathy and disgust are the certain consequences of the parental folly that denies to a child the freedom of movement required by his body, and the variety of objects demanded by his mind. That provision of our State constitution which precludes us from excluding from the public schools children under six years of age, is, in the opinion of most teachers and school officers, unwise and unfortunate.

TEACHERS.—Of the 6,114 certificates granted during the past year, 65 were FIRST GRADE, 151 SECOND GRADE, and 5,898 THIRD GRADE.—The number of first grade certificates is 6 more than last year.

The teachers in most of our city schools are examined by city superintendents, and no report of the grade of certificates granted is made to this office.

There is a demand in all parts of the state for teachers who have had the advantages of professional training. Persons qualified to teach are well paid as soon as their fitness becomes known. A necessity, however, exists for permitting those of very limited attainments to teach. Otherwise hundreds of schools would be without teachers. The cause of this is found in the fact, that no facilities for obtaining the training necessary for a teacher have, until recently, existed in our state. The

Normal Department of the University and the Normal School at Platteville are doing a small part of much that we hope, ere long, to see accomplished.

The salaries paid in some of the cities of the state, to the principals of high schools, are as follows:

Beloit	$1,600
Fond du Lac	1,600
Janesville	1,500
Kenosha	1,200
Madison	1,500
Milwaukee	1,200
Oshkosh	1.500
Racine	1,400
Sheboygan	1,2 0

In many of our villages, teachers, fitted to take charge of graded schools, receive from $800 to $1000 per annum. In some of the country districts there is too little importance attached to attainments, tact and experience, by those who employ teachers; and cheapness is often more carefully considered than qualification. The economy that sacrifices the school for a few dollars, is ill-advised, and the injustice that demands ability, learning and character in a teacher and yet refuses a liberal compensation for them, merits the severest reprobation.

It is, however, proper to remark that some of the best schools in the state may be found in obscure villages or rural districts—schools that in order, discipline and attainments surpass others better known and better appreciated.

Rules for Home Education.

The following are worthy of being printed in letters of gold, and being placed in a conspicuous position in every household;

1. From your children's earliest infancy inculcate the necessity of instant obedience.

2. Unite firmness with gentleness. Let your children understand that you always mean what you say.

3. Never promise them anything unless you are sure you can give them what you promise.

4. If you tell a child to do anything, show him how it is done, and see that it is done.

5. Always punish your children for wilfully disobeying you, but never punish in anger.

6. Never let them see that they can vex you or make you lose your self-command.

7. If they give way to temper and petulence, wait till they are calm, and then reason with them, on the impropriety of their conduct.

8. Remember that a little present puhishment, when occasion arises, is much more effectual than the threatening of a greater punishment should the fault be renewed.

9. Never give your children anything because they cry for it.

10. On no account allow them to do at one time what you have forbidden under the same circumstances, at another.

11. Teach them that the only easy way to appear good is to be good.

12. Accustom them to make their little recitals the strictest truth.

13. Never allow of tale-bearing.

14. Teach them that self-denial, not self-indulgence is the appointed and sure method of insuring happiness.

FLOGGING IN ENGLISH SCHOOLS.—"In 1809 began the mastership of Keate, four feet high, with the pluck of ten battalions"—we quote from the author of Eothen, "with shaggy red eye brows, so long that he used them as arms and hands, for the purpose of pointing;" horrible in temper, and clothed in the old masters's costume, which Mr. Kinglake describes as "a fancy dress, partly resembling the costume of Napoleon, and partly that of a widow woman." A clever plaster caricature of him, by an Italian, had an enormous sale. As the modeller said, "Yes, sare: Eton gentlemen bang him many timos; they have much pleasure to break his head." Many are the ludicrous stories told of him. He was greater than Malim at flogging. Once the masters had to send up lists of all the boys in their respective forms prepared for confirmation. One of them prepared his on a paper of the exact shape of the usual "flogging bill," and sent it to Keate. The latter asked no questions, but mercilessly flogged every candidate on the list. "Keate's time" forms a well known era in modern Eton history.—[ETONIANA.

— Artemus Ward, the humorist, died recently in Southampton.

Placing a Daughter at School.

"I have brought my daughter to you to be taught everything."

Dear madam, I've called for the purpose
  Of placing my daughter at school,
She's only thirteen I assure you,
  And remarkably easy to rule.
I'd have her learn painting and music,
  Gymnastics and dancing, pray do,
Philosophy, grammar and logic,
  You'll teach her to read, of course, too.

I wish her to learn every study,
  Mathematics are down in my plan,
But of figures she scarce has an inkling,
  Pray instruct her in those if you can.
I'd have her taught Spanish and Latin,
  Including the language of France,
Never mind her very bad English,
  Teach her THAT when you have a good chance.

On the harp she must be a proficient,
  And play the guitar pretty soon,
And since the last opera music
  Even though she can't turn a right tune.
You must see that her manners are finished,
  That she moves with a Hebe-like grace:
For though she is lame and one sided,
  That's nothing to do with the case.

Now to you I resign this young jewel,
  And my words I would have you obey;
In six months you return her dear madam,
  Shining bright as an unclouded day.
She has no aptness, I grant you, for learning,
  And her memory oft seems to halt;
But remember if she's not accomplished,
  It will certainly all be your fault.

The Way to Speak to Boys.

Many years ago, a certain minister was going one Sabbath morning from his school room. He walked through a number of streets; as he turned the corner, he saw assembled around a pump a party of little boys who were playing at marbles. On seeing him approach they began to pick up their marbles and run as fast as they could. One little fellow, not having seen him as soon as the rest, could not accomplish this so soon, and before he had succeeded in gathering up his marbles, the minister had closed on him and placed his hand upon his shoulder.—

They were face to face, the minister of God and the poor ragged boy who had been in the act of playing marbles on Sunday morning. And how did the minister deal with the boy! for that is what I want you to observe.

He might have said to the boy, "What are you doing here? You are breaking the Sabbath? Don't you deserve to be punished for breaking the commmand of God."

But he did nothing of the kind. He simply said: "Have you found all your marbles?"

"No," said the little boy, "I have not."

"Then," said the minister, "I will help you find them," whereupon he knelt down and helped to look for the marbles, and as he did so remarked, "I liked to play marbles when a little boy, very much, and I think I can beat you, but I never played marbles on Sunday."

The little boy's attention was arrested. He liked his friends face, and began to wonder who he was. The minister of the gospel said:

"I am going to a place, where I think you would like to be—will come with me?"

"Where do you live?" said the little boy.

"Why, in such and such a place," was the reply.

"Why that is the minister's house," exclaimed the boy, as if he did not suppose that kind man and the minister of the gospel could be one and the same person.

"Why," said the man, "I am the minister myself, and if you will come with me I think I can do you some good."

Said the boy, "My hands are dirty; I can't go."

Said the minister, "Here is a pump—why not wash?"

Said the boy, "I am so little I can't wash and pump at the same time."

Said the minister, "If you will wash I will pump."

He at once set to work, and pumped, and pumped, and pumped; and as he pumped the little boy washed his hands and his face till they were quite clean.

Said the boy, "My hands are wringing wet, and I do not know how to dry them."

The minister pulled out of his pocket a clean handkerchief and offered to the little boy.

Said the boy, "but it is clean."

"Yes" was the reply, "but it was made to be dirtied."

The little boy dried his face and hands with the handkerchief, and then accompanied the minister to the house of worship.

Twenty years after, the minister was walking in the street of a large city, when a tall gentleman tapped him on the shoulder, and looking into his face said, "You can't remember me?"

"No said the minister I don't."

"Do you remember twenty years ago, finding a little boy playing marbles around a pump? Do you remember that boy being too dirty to go to school, and your pumping for him, and your speaking kindly to him, anp taking him to school."

"Oh," said the minister "I do remember."

"Sir," said the gentleman, "I was that boy. I rose in business and became a leading man. I have attained a good position in society; and on seeing you to-day in the street, I felt bound to come to you, and say it is your kindnses and Christian discretion that I owe under God, that I have attained and all that I am worth."—(Ex)

Another Historical Fable Exploded.—William Tell has received his passport—vised by Mr. S. Baring Gould, M. A.—and has gone to join the regions of historical fable. Mr. Gould, an English antiquarian scholar, who wrote his "Curious Myths of the Middle Ages" to perform "the painful duty," as he terms it, of dispelling the popular belief in the stirring story of William Tell, is the man who pricks the popular bubble. Mr. Gould, utterly disregardful of the proprieties of historic tradition, declares that the story of Tell has been repeated, with variations, ever since the eleventh century. The original Tell was a Norse hero, he was a myth of the Faroe Islands, he was an English, a Finnish, and a Persian person; in short, the legendar Swiss is only a faint copy. Persia, Iceland, Switzerland and Denmark put in the strongest claims; and on these different versions of the same story, in countries so remote, as well as antecedent in date Mr. Gould rests his theory that William Tell is not a historical character.

From the Report of Superintendent of Public Instruction, for the year 1866, we learn that the increase of Districts in the State during the past year has been 42; increase of number of children over 4 and under 20, 12,980; increase of number attending school, 11,198; average number of days schools were taught, 128; average cost of tuition per day, including all expenses for 1866, 7.6 cents; average cost for each scholar registered in 1866, $5.08; number of teachers, 7,879; average wages of male teachers in 1866, $38.63, an increase of $2.18 over 1865; average wages of female teachers in 1866, $24.05, an increase of $1.81 over 1865; taxes levied for teachers' wages, $557,368.96, an excess of $118,741.20 over last year; taxes levied for building and repairing, $216,676.82, and excess of $126,026.98 over 1865; taxes levied for libraries and apparatus, $6,778.11; amount apportioned from income school fund, $152,560.80; whole amount expended in 1866 for support of schools was $1,075,572.95.

EDUCATION IN WISCONSIN.—The Chicago REPUBLICAN has an elaborate article upon the educational system of Wisconsin. It says:

"In general we may say with truth the public schools of Wisconsin are prosperous in a high degree; taxes are liberally voted; a good class of buildings is found, and a better class is being erected and well furnished with all the paraphernalia necessary in schools of this grade; an increased and continually increasing demand for better qualified teachers; a greater interest is taken in education by the people; associations for the mutual improvement of teachers are springing up; the best methods of teaching and disciplining are sought after; the great principle that common schools are the only sure support of a free government is generally acknowledged; the press and people are convinced of their utility, and they now demand that the system be improved, harmonized and fully developed until it meets the demand of the age."

THE CENTAL SYSTEM.—This system went into operation in nearly all the leading cities in the Union on March 1st. According to this new system, 1⅔ bushels of Wheat make a cental; 1 11-14 of Corn or Rye; 2 1-24, of Barley; 3⅛, of oats.

Editorial Miscellany.

Teachers' Wages.

FROM the Annual Report of our Superintendent of Public Schools, we are pleased to learn the fact that teacher's wages are higher than they have been since the State was organized. In 1849 the annual wages of males was $16.22 per month; in 1866, $38.53. In 1849 the average wages of females was $6.92 per month; in 1866, $24.05. The expenses of living are not so great as they were in 1864, and yet male teachers receive $4.24 more per month. This we are glad to see, and we hope to see a like increase for fifteen years to come, for school-teaching is a profession that has never been properly appreciated.

When teachers receive enough to warrant an expenditure of a little fortune and the devotion of the best years of their existence to the securing of a proper education, then we shall have good teachers, who will make teaching a life-long profession. Nine-tenths of the teachers in this State use the profession of school-teaching as a stepping-stone to something more lucrative. There is still too much difference between the prices paid male and female teachers.

School Houses.

During the past year there has been expended for building and repairing, the sum of $174,903.4, a sum sufficient to show an intelligent appreciation of the importance of suitable school accommodations In many of our villages and cities buildings have been erected that reflect great credit not only upon the communities that have built them, but upon the state at large. There are school houses now to be found in Wisconsin that in their construction, arrangement, style and furnishing would not suffer by comparison with the best in older and

wealthier states. The progress, in this respect, made during the past few years, is a source of deep satisfaction to every friend of general education. An elegant school house, conveniently arranged and tastefully furnished exerts a beneficial influence upon all parts of the community. It is both an effect and a cause of intelligence and refinement.

The utter unfitness of some of the school houses in the state for the purpose for which they are designed, and this too in districts entirely able to provide suitable school buildings, suggests the propriety of such legislative action as will secure to the children residing in such districts the means of education. Were town boards of supervisors required, on complaint made to them by the county superintendent, of the unfitness or lack of school accommodations in any district, to examine and decide as to the ground of such complaint, and the ability of the district to provide the necessary buildings for a good school; and were said boards authorized, in the exercise of a sound discretion, to levy, collect, and expend a reasonable tax for building a school house or for repairing the same, it is believed that such a law would be beneficial to the district thus taxed, and approved by the people of the state.

The poorest school-houses are not generally found in the districts possessing least ability to build better ones. They are evidences of selfishness or ignorance wherever they are found; hence a law of the kind indicated could not be regarded as oppressive.—(SUPT'S REPORT.)

MR. EDITOR: Sir—Permit me to lay before the readers of the JOURNAL an answer to the question about the "Lean Horse"

The gentleman who bought the horse,
  Which was so poor and lean,
Had spared no cost in keeping him,
  'Tis plainly to be seen.
The feeding of the animal,
  'Till he got sound and well,
Cost eighteen pounds and one bob more,
  And then he did him sell.
The half of which, if added to
  One-fourth of the prime cost,
Is just exactly what the gent,
  By the transaction lost.

—ANSWER to Horse Problem in February Number.— Cost of feed, 184½s., or 9£. 4s 3d.

C. W. BLAKE.

Neillesville, Wis., March 12th, 1867.

A SOLUTION TO THE QUESTION.

Find two numbers whose sum and product are equal, neither of them being 2.

Let X and Y be the two numbers, then by the question $XY=X+Y$; whence by transposing we have $XY-X=Y$; or $X(Y-1)=Y$.

Whence $X=\frac{Y}{Y-1}$

Now, by assuming the value of Y, we can from this expression, find the value of X, which will answer the conditions of the question.—This formula may be put into the words of the following rule:

From any number greater than unity subtract unity, and divide the number by the remainder, the quotient and the number assumed will be the two numbers required.

EXAMPLE—Take any number 7 for the value of Y, one of the numbers; then $7-1=6$ and $7\div6=1\ 1\text{-}7$; whence 7 and 1 1-7 are the numbers.

EXAMPLE FOR SOLUTION.

Three gentlemen contribute £164 5s towards the building of a church at the distance of 2 miles from the residence of the first 2¼ miles from that of the second, and 3½ from that of the third. Now they agreed that their shares shall be reciprocally proportioned to their respective distances from the church. How much should they individually contribute? Yours, J. C

THE University of Wisconsin is in a flourishing condition as is indicated by the Annual Catalogue. There are in the College Classes 41 students; in the Normal, 80; in the Preparatory, 48 ladies and 100 gentlemen. No Chancellor has yet been elected. Prof. Sterling is Vice-Chancellor. Prof. J. C Pickard has charge of the Normal Department.

County Superintendency.

THE improvement in methods of instructions that may be noticed in many of the schools of the state, is mainly due to the efficient efforts of county superintendents, These officers have generally co-operated with this department in all measures calculated to advance the interests of education.

In the few cases where dissatisfaction exists in regard to the manner in which the duties of the office have been discharged, it will be found that there has been less care exercised in the selection of officers than the importance of the office demands. The system ought not to be condemned on account of mistakes made by those who administer it. It cannot be denied that, in a few instances, the persons selected as county superintendents have shown little interest in the position, or fitness for it; but in every county in the state men may be found, if they are sought, who will do their duty intelligently, unselfishly and efficiently. It may be that these men cannot always be found at a political caucus, but this ought not to be an insurmountable objection to their nomination or election.

The salaries at present paid to these officers, are, with a few exceptions, too small to secure the talent and ability which they ought to possess. As the minimum of the salary fixed by the legislature has great influence in determining the amount actually paid, and as the law limiting the compensation of these was passed six years ago, a change of the law so as to encourage the payment of larger salaries, and to provide for the printing, etc., necessary to a proper discharge of the duties of the office, is recommended.

It would also seem to be proper, that the county superintendent should have an office room furnished him at the county seat, where the records of his office shall be kept, and where he may be found at convenient times by those who have business to do with him.

TEACHERS.

THE demand for better qualified teachers is earnest and general. Although we may occasionally find in our public schools those who are poorly qualified acting as teachers, yet they remain in any one school but a short time, while those who possess knowledge and character and are "apt to teach" are sought to take their places. The

time has passed when conceit, superficial attainments and indolence could fortify themselves with the deference that was paid to the position of a teacher.; and, no one but those who lose by it will deplore the change in public opinion. There has never been a time when real attainments and real ability in the teacher would meet with a readier and heartier recognition than now. While the compensation of teachers is still inadequate in many, and perhaps in most instances, yet industry, culture, energy and manliness, in this, as in other professions, are sure of obtaining a reward.

A marked feature in the educational history of the past year is the interest shown by all classes in educational meetings. A short notice of an address upon an educational topic, given in any one of our villages or country towns, will bring together a large and more intelligent audience than can be gathered upon any other ordinary occasion. The press of the state, without exception, it is believed, is always ready to publish anything tending to promote the interests of education, and reports of school examinations, and of educational meetings occupy the most conspicuous places in our newspaper columns. The people no longer need argument to convince them of the utility of our common school systems. It is as needless to argue this subject as to deny the existence of solar light, or the power of gravitation. What they now ask is that the system shall be developed; that its discordant parts shall be harmonized, and that it shall meet the demands of society. They see in our common school system, wisely administered, the salvation of the Republic. The lessons of the last few years have been learned by heart. They know that it was the common school that stood like a wall of iron against the assaults of treason; that wherever it was established it remained the symbol of loyalty and order. They know that the patriotism it teaches is love of country, and that the morality it inculcates promotes the good of all; that the virtues it plants and cultivates are those which render life useful, beautiful and noble, and that it is the instrumentality demanded by Christianity to destroy the fictitious distinctions of birth and wealth and creed and color, and to lay deep and broad the foundations of a government that shall be not less stable than beneficent.—(Supt's. Report.)

Nebraska is now a state in the Union, making the thirty-seventh.

A Public Dinner to a Teacher.

O. M. BAKER, Esq.,

DEAR SIR: The undersigned learning of your intention to relinquish the position you have so long occupied in our Public Schools and wishing to express their appreciation of your services as a teacher, and your character as a genial friend and high-minded gentleman, beg to tender you a complimentary dinner at the Kirby House at such a time as may suit your convenience.

MILWAUKEE, March 16, 1867.

H. L. Palmer, F. C. Pomeroy, J. K. Purdy, A. G. Abbot, R. C. Spencer, and scores of others.

MILWAUKEE, March 15, 1867.

Hon. H. L. Palmer, F. C. Pomeroy, John O. Sullivan and others:

GENTLEMEN: Your note tendering me a complimentary dinner is received.

In reply, I beg leave to say, that if in the faithful discharge of my duties as a teacher, I have in your estimation merited the high compliment which you propose, I am but too happy to accept your very polite invitation, and will name Tuesday the 19 instant, at 8 o'clock, p. m., at the place you have indicated. I am, gentlemen, with respect,

Your most obedient servant,

O. M. BAKER.

It is with deep regret that we learn of the determination of the President of the State Teachers Association, O. M. Baker, of Milwaukee, to retire from the profession of teaching. In him we lose one of our best teachers, who has long been an ornament to the profession.

PROFESSOR STEVENS, County Superintendent of Richland County, complains of the diversity of text-books, there being as many as six kinds of Arithmetics in one school, thereby making it impossible to hold recitations in that study. He says, (and we say,) that recitations are absolutely necessary to a full understanding and a proper development of the mind of the pupil in any branch of study. We would urge upon teachers the importance of securing a uniformity of text-books. Get the consent of the School Board and then refuse to use but one kind in each branch; at all events agitate the matter, nor cease until the public see it in the proper light.

Local and General Intelligence.

MINNESOTA.—The Senate has passed a bill appropriating $150,000 to the State Normal Schools.

A State Teacher's Institute will be held in San Francisco, Cal., during the first week in May.

SUEZ CANAL.—It is said that this great work will be completed in a little over a year from this time.

OF 202,000 pupils in the Public Schools in Lower Canada, over 71,000 are reported to be studying History.

EVANSVILLE Seminary still prospers. Its spring term will open March 26. Rev. H. Colman, Principal.

AT a spelling school, held in Menomonie recently, a negro boy, aged fifteen years, spelled them all down.

FLOURISHING.—The present number of students in the Michigan State University is twelve hundred and fifty-nine.

BARABOO, Sauk Co., New Lisbon, Juneau Co., and District No. 2, in Neillesville, Clark Co., are to have new school houses the coming season.

MINNESOTA.—Gov. Marshall has appointed M. H. Dunnell, of Winona, State Superintendent of Public Instruction. He formerly held the same position in Maine.

UNIVERSITY REGENT.—The Governor has appointed Gen. H. C. Hobart, Regent of the State University, to fill the vacancy caused by the death of Hon. Jackson Hadley.

GEORGIA offers free tuition in her State University to every one of her maimed soldiers who will promise to teach as long after he leaves the University as he avails himself of this offer.

CHICAGO pays to the Superintendent a salary of $3,000, the Principal of the High School $2,400, male assistants $2,000, female assistants $1,000, and the Principals of the lower District Schools $2,000.

PROF. Oliver Arey has resigned the position of Principal of the New York State Normal School at Albany.

HON. HENRY BARNARD, of Connecticut, at one time Chancellor of our State University, has been appointed as Commissioner of Education under the new law establishing a National Educational Bureau.

REFORM SCHOOL MANAGERS.—The Governor has reappointed Hon. Edward O'Neil of Milwaukee and William Blair of Waukesha, Managers of the State Reform School, for three years from the 1st of March, 1867.

THE Michigan Legislature has passed the bill to levy annually a tax of 1-20th of a mill upon the valuation of the State in aid of the Michigan State University. The tax will amount to from $15,000 to $16,000 a year.

BELOIT COLLEGE.—Prof. Harris, who has been elected to fill the chair of Chemistry and Natural Science in Beloit College has arrived, prepared to assume his duties. He has been connected with an institution at Coburgh, Canada West.

THE Grant County Teacher's Association, by order of the Executive Committee, will hold its next Annual Session at Platteville, April 16th and 17th beginning at 9 o'clock, 1st day.

The County Institute will occupy the next two days, April 18th and 19th.

THE CALIFORNIA CONTRIBUTION.—The Chicago Evening Journal says: "The Hon. Newton Bateman has just received a draft from California for one thousand five hundred and twenty-one dollars and forty-six cents, forwarded by Hon. John Swett, Superintendent of Public Instruction of that State, being the first installment of funds contributed by the public school children of California, for the National Lincoln Monument. No one has entered more generously and heartily into this patriotic enterprise than Mr. Swett, nor have the public school children of any other State a nobler record, in connection therewith, than those of California. All honor to the Golden State of the Pacific, and to her noble Superintendent of Public Instruction."

THE DIAMOND DICKENS.—Ticknor & Felds, of Boston, Mass., are now publishing what we have long wanted—a CHEAP, CONVENIENT, and ELEGANT edition of Dickens complete works. We have received the "Pickwick Papers," which is well printed on the finest of paper, splendidly illustrated and elegantly bound. The other volumes of Dickens works will be issued regularly, one each month, until the entire set (twelve or thirteen volumes) are published. Price of Illustrated Edition, $1.50; Plain, $1. 25.

OUR efficient County School Superintendent, I. N. Cundall, last night closed at Taycheedah a series of seventy-one lectures, commenced on the 3d of December. He has visited all of the most populous school districts in the county, and filled his appointments with commendable promptness. His audiences were certainly limited by the capacities of the different school houses in which he held forth; but we have yet to hear of one that was not crowded to hear him speak. Mr. Cundall's idea was good in the start, and he has carried it out to the letter, and if the good done by him bears any proper proportion to the interest generally manifested in his lectures, it will be equal to the benefit of a month of teaching to every district.—(FOND DU LAC REPORTER.)

A GOOD CHANCE FOR SOME WORTHY YOUNG MAN.—On the reorganization of the State University, last winter, and conferring on it the Agricultural College Land Grant, it was provided that one pupil from each Assembly district should be entitled to free tuition. The following is the section of the law with reference to this matter:

Sec. 9. One qualified pupil from each assembly district, to be nominated by the representative of such district in the Legislature of the State, who, other things being equal, shall prefer an orphan of a soldier who has died in defense of his country, shall be at once and always entitled to free tuition in all the colleges of the University.

WE extract the following items from the report of the Board of Education of the City of Milwaukee, for the year ending Aug. 31, 1866:—Number enrolled in the public schools, 7,968; average number belonging, 4,634; average daily attendance, 3,829; number attending private schools, 5,644; absences during the year not occasioned by sickness, 148,400. The superintendent of schools is allowed a salary not to exceed $2,000, and is to be a college or normal graduate. He is, however, to be allowed a clerk at $600. It will be perceived that, if we compare the average daily attendance with the number enrolled, gives but a trifle over 48 per cent., while if we compare it with the average number belonging, we have between 82 and 83 per cent.

Book Notices, &c.

SCHOOLDAY DIALOGUES. Compiled by ALEXANDER CLARK, A.M. 352 pages, 12 mo. Published by J. W. Daughaday & Co., Philadelphia. 1867.

This a neat little book, composed entirely of dialogues, both prose and poetry, comic and sentimental. The most of the selections are new and we believe none of them have been published in any other work than Clark's School Visitor. The dialogues are appropriate for ordinary rehearsals as well as for the most select exhibitions. We hope to see this book in general use.

OUTLINES OF MATHEMATICAL SCIECNE. By Charles Davies, LLD., Author of a full course of Mathematics. Published by A. S. Barnes & Co., New York. pp 168.

The object of this work is to furnish to the teacher, and the schoolroom, an aid and guide in his daily labors of giving Mathematical Instruction. The work is an analysis, in an abridged form, of the system of mathematical instruction pursued at the Military Academy for over a third of a century, and which has given to that school its popularity as a school of mathematical science. It aims to teach the principles of mathematics, proceeding on the plan that Science should precede Art. Every teacher should secure a copy of this at once.

WILLSON'S SCHOOL AND FAMILY SERIES OF READERS AND SPELLERS. Published by Harper and Brothers, Franklin Square, New York.

This Series consists of seven Readers, a Primer and two Spellers.—Between the Second and Third, and Third and Fourth there is an Intermediate Reader designed for use in city and village schools. These Readers have been generally introduced throughout the United States and are, we believe, well liked wherever used. The engravings and paper are good; typography, clear. The subject-matter is appropriately divided and the aim of the author is not only to teach the science of reading, the different styles of English composition in Prose and Poetry, but a knowledge of Natural History and other Natural Sciences. The fact that they are successfully used in the New York city schools is a strong recommendation in their favor.

WISCONSIN

JOURNAL OF EDUCATION.

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Instruction.

In our public schools may be observed modes of instruction and discipline much more rational than those prevailing only a few years ago. The efforts of county superintendents and the influence of teachers' institutes are seen in better teaching and better government.

The blackboard is coming into general use. The teacher who does not explain and illustrate upon the blackboard, with crayon in hand, the lessons he teaches, is considered as deficient in ability, and cannot long retain his position in an intelligent community. In primary schools the slate is regarded as more important than the primer, and children learn to write in connection with spelling and reading. Indeed, one of the certain signs of progress is the large number of schools in which every exercise is conducted, in part at least, by writing. A merely oral repetition of a lesson does little good. Children who learn to spell by merely pronouncing the letters aloud, require longer time and find the task much more laborious than those who are permitted to write the words upon the slate or the blackboard. Those who learn to use the pencil and crayon in the primary school, can use the pen with facility in the high school. In our best schools, a part of every recitation is conducted in writing. Until a pupil can write a word, an answer or a lesson with accuracy and rapidity, he has not learned them, and cannot recite them creditably to himself or his teacher.

While there is more attention given to the teaching of reading than heretofore, still, the manner of conducting this exercise in some of our schools deserves censure. Vocal culture receives too little attention, and children are allowed to mispronounce words, to misapply emphasis,

and to mistake entirely the meaning of what they are reading, and are thus injured rather than benefitted by the exercise. Indeed, a visitor is often furnished with a book that he may *see* what a class is reading, when he ought to be permitted to *hear*; and the teacher depends upon his eye rather than his ear to determine what has been read. Unless a teacher can utter the elementary sounds and their most difficult combinations correctly, and can drill a class in the usual elocutionary exercises, he cannot teach reading. A person who cannot pronounce the words of his mother tongue with accuracy and read it with facility should never receive a license to teach. Good reading is the culmination of true culture and an evidence of attainments and discipline. It will be found true, as a general rule, that those teachers who succeed best in teaching this branch are most successful in teaching the others. The reading books which we find in the hands of scholars are often illy adapted to their capacity. They cannot understand the metaphysical, philosophical or emotional lessons which the books contain, and hence the thoughtless and soulless reading that prevails. In the selection of reading lessons those should be sought that children can readily comprehend, and that inform and strengthen their minds and purify their hearts. The facts of natural history and the truths of science, clothed in appropriate language, are better adapted to instruct and train the mind, than the puerile stories and stilted nonsense that are often read in our primary schools, or the Demosthenic periods and Miltonian measures that are attempted in our schools of higher grade.

Our best teachers are giving more attention to the teaching of history and the science of government. This ought not only to be encouraged, but it ought to be required.

The utility of political knowledge to those living under a government like ours, complex in its character and depending upon the intelligence of the people for its efficient and harmonious action, will not be questioned. There should be taught in all our schools what will prepare the youth, who are soon to govern the republic, for their high duties. This no one will deny, and yet it is a singular fact, that in many of our collegiate institutions and in some of our public schools, more time is devoted to the study of the manners, customs and laws of the Egyptians, Grecians and Romans, than to the history and laws of our own country, and the antiquities of nations that have passed away

crowd from our academic courses the studies that fit men to do their duty when called to act in positions of public trust and honor.

School officers and teachers should use their power and influence to make our public schools subserve their beneficent purpose, that is to provide instruction in those branches, and to form those habits that fit our youth to be useful citizens. Writing, spelling, reading, book-keeping, arithmetic, geography, history, grammar and political science are the branches that should be taught, and truthfulness, obedience, industry, frugality, purity, love of country and respect for religion, are the virtues that should be cultivated.

In school discipline there are indications of improvement. There is less of that austerity that renders the school room prison like rather than home like, and more of that courtesy towards pupils that contributes so much to success in school government. Frequent resort to corporal punishment is generally regarded, among teachers themselves, as indicative of a lack of mental and moral power, and obedience is secured rather by strength of character than by strength of arm. It is generally conceded that mind is more potent than muscle in the government of a school. The appointment of boards of visitors or committees of examination, who visit and inspect the schools, and publish a report upon their condition and progress has a beneficial effect upon the schools and a salutary influence upon the people. School officers should see that this is done in every district of the state. The weekly or monthly reports, that our best county superintendents require teachers to furnish, of the attendance, classification, etc., of their schools, and a summary of which is published in the local papers, have great influence in promoting regularity of attendance and good order, and ought to be required by law.—*Superintendent's Report.*

Notes on District Schools.

At the annual Convocation of the teachers of New York, held at Albany last August, when complaint was made against colleges for sending out graduates so poorly trained, the reply was, "Let the academies send out young men better prepared." And the academies said, "Then must the ward schools, the union schools and the district schools give *us* better material." Certainly, these demands were

reasonable. The bad apple has a right to complain of the branch, a the branch of the trunk, and that, of the roots, and these, of the soi

A recent trip through one of the New England States, in which t writer visited many of the common schools, convinced him that thou much had been done for these schools, much more remains to be do

Most of the school-houses were found to have very low ceilings, to poorly ventilated and most unhappily located, Evidently those wl superintended the erecting of the buildings had no true knowledge the laws of health, or were culpably regardless of them. The sit chosen were quite uniformly those that could be purchased at th lowest price—rocky sites, where no beautiful flowers or trees could b grown, and where no walks or play grounds could be made a source o diversion and enjoyment.

There are two inevitable results of these facts. First, that suitable teachers cannot be employed in such schools, and growing out of this, the fact that thousands of young minds are being crippled for ever; for it is false teaching that every "child of genius" *will* rise by the force of his own innate energies. The teacher, like other men, labors for money, or pleasure, or usefulness, or all these combined. And no teacher of culture and refinement finds pleasure in spending the best hours of his life in such surroundings. If compelled to do so, his work is generally performed without heart, and is therefore poorly done. Few, if any, are found in these schools who regard their employment as agreeable. On conversing with them you will find them ashamed of their surroundings; they wish it to be understood that they are teaching only for "this season," or "merely to accommodate some one else," or "to do the almost indispensable preliminary work of every literary man"—to teach at least one district school; for it is rather a honor than otherwise to do a *little* of that which almost every great man has done.

If we enter one of these ill-furnished school houses and find incompetent teachers, we must not blame *them*. It would be unnatural and revolting for them to be there if they were competent. Committees know that only teachers of little experience and ability will long remain in these unattractive houses, and they look for such, Let the common school houses be large and airy, supply them with choicely-selected furniture and all the necessary appliances of a good school;

et the buildings be erected on suitable ground; let shade trees be planted, walks laid out, playgrounds made— in a word, let the school house and school grounds become a magnet so strong that they will attract the children, and they will command good teachers.

The present unfortunate state of affairs arises, in part, from the penuriousness of the people, but more from ignorance of the care which true culture demands. They do not understand that the child from eight to sixteen years needs to be in contact with the best minds, and requires the most careful and intellgent training, to develop those buds which, with too little sunshine and shower, will never half unfold.

How, then, shall these evils be remedied? Only by agitation; only by making the guardians of the young to appreciate the difference between educating and teaching; between learning and *growing* in knowledge; by improving the means and methods of instruction, and by so increasing the remuneration of teachers, that good teachers can afford to remain where they are most needed—in our primary schools. —*Educational Monthly*

Platteville Normal School.

PLATTEVILLE, Wis., Dec. 22, 1866.

HON. J. G. MCMYNN.

Secretary Board of N. S. R.

DEAR SIR,—I have the honor herewith to transmit to you the report of the first term of the State Normal School, at Platteville:

1. Platteville is situated in the beautiful valley between the Platte and Sinsiniway Mounds, near the junction of the Big and Little Platte rivers. There being no marshes or "low lands" in the vicinity, it has a climate unparalleled for its salubrity. It is in the centre of a rich and extensive mineral region, affording opportunities for the study of practical geology and mineralogy, seldom found.

Platteville is reached from the north and east by a daily line of stages from Boscobel, on the Milwaukee and Prairie du Chien Railroad, via Lancaster, and by a tri-weekly line, leaving Arena Mondays, Wednesdays and Fridays, and passing through Dodgeville and Mineral Point. From the south it has two lines of daily stages, one from Galena and one from Dubuque.

2. By the regulations of the board of normal school regents the following terms of admission have been fixed upon:

1. Each assembly district in the state shall be entitled to six representatives in the normal schools, and in case vacancies exist in the representation to which any assembly district is entitled, such vacancies may be filled by the president and secretary of the board of regents.

2. Candidates for admission shall be nominated by the county Superintendent of the county (or if the county superintendent has not jurisdiction, then the nomination shall be made by the city superintendent of the city), in which such candidates may reside, and they shall be at least sixteen years of age, of sound bodily health and good moral character. Each person so nominated, shall receive a ticket setting forth his name, age, health and character, and a duplicate of such certificate shall be immediately sent by mail, by the superintendent, to the secretary of the board.

3. Upon the presentation of such certificate to the principal of a state normal school, the candidate shall be examined under the direction of the principal of said school, in the branches required by law for a third grade certificate, except history, and theory and practice of teaching, and if found qualified to enter the normal school in respect to learning, he may be admitted, after furnishing such evidence as the said principal may require, of good health and good moral character, and after subscribing the following declaration:

"I, ..., do hereby declare that my purpose in entering the state normal school is to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the schools of this state."

4. No person shall be entitled to a diploma who has not been a member of the school in which such diploma is granted, at least one year, nor who is less than nineteen years of age; and a certificate of attendance may be granted by the principal of a normal school to any person who shall have been a member of such school for one term, provided, that in his judgment such certificate is deserved.

Upon presenting the nomination at the school the candidate is examined, and if found qualified, admitted. If his present qualifications are not found sufficient and if the faculty of the school believe that *one term's* instruction will fit him to enter, he is placed in the preparatory department.

3. The full course of study and training has not yet been determined upon. It will be adapted to the wants of the state, and designed to make good teachers by developing those faculties necessary to produce good men and women, as well, by special training and culture.

4. A model or experimental school is organized in connection with

the normal school, under the charge of teachers of ability and experience. In this, all students of the normal school will be required, before graduation, to teach and train, putting into practice and thoroughly testing the theories learned, and subjecting themselves to the criticisms of teachers and pupils.

A limited number of "academic students" (those not designing to teach) are now admitted, reciting either in the normal or model classes, as best may suit their advancement in study.

5. During the first term, there were in attendance upon the model school 38 pupils; and in the model and normal schools 19, who are more properly classified as "academic."

6. The faculty is at present constituted as follows:

CHARLES H. ALLEN, Principal.
JACOB WERNLI, Assistant Principal.
GEORGE. M. GUERNSEY, Professor of Mathematics.
FANNY S. JOSLYN, Teacher of Geography, History and Physiology.
ESTHER M. SPRAGUE, Principal of Model Department.

7. Annexed is a catalogue of students and preparatory students for the first term.

8. Pupils in the model school are charged a tuition of from $3 to $5 per term.

9. The estimated expenses of a year's attendance at the normal school are as follows:

Board—40 weeks	$100 to $130
Book rent	3 to 5
Stationary	3 to 5
	—— to ——
Total	$106 to $140

10. When the Platteville academy passed to the state for the purpose of a state normal school, the "Eastman library," the "Philozetean library," with the apparatus and cabinet, became the property of the school. A thriving literary society is now in operation, and through its influence a course of lectures is being delivered before the school and citizens. All of which is respectfully submitted,

CHARLES H. ALLEN,
Principal.

WE shall be obliged to our friends from different parts of the State if they will forward educational news to us.

Educational Intelligence.

THE great event since our last summary is Mr. Peabody's gift to the youth of the South and Southwest, amounting to $2,100,000—$1,000,000 in cash and $1,100,000 in unrepudiated Mississippi bonds. This fund is placed in charge of fifteen trustees, of which Hon. R. C. Winthrop, of Mass., is chairman. The income is to be distributed, without distinction, to all requiring educational assistance. This munificent gift has awakened little or no gratitude in the south, while not a few of the leading southern papers have protested with characteristic vehemence because a majority of the trustees are northern men, and because the blacks are admitted to a participation of the benefits of the fund. The *Chronicle and Sentinel*, Atlanta (Ga.), says: "We do say that the selection of more than two-thirds of the trustees from other sections than those which are to receive the benefits of the donation, is a gratuitous insult to the honor, intelligence, and manhood of the Southern and Southwestern States. One or two things is certain to our minds. Either this is a deep-laid scheme of the Northern negro-worshipers to take possession of the youth of the Southern States, in order to train their minds to the belief that the great struggle through which we have passed, was a visitation of Providence on the sins of their fathers, or that Geo. Peabody thinks that there is not enough of intelligence and virtue in the south to take charge of and properly invest the funds which he desires to donate." Such exponents of southern chivalry remind one of Sterne's beatitude, "Blessed are they that have a good conceit of themselves, for they shall never be put to shame." The anti-flogging excitement has run its race, Investigation has shown that accounts were exaggerated, and that excessive punishment is rare. The bill establishing a National Department of Education has passed the senate. NEW YORK.—Hamilton College has received $30,000 for its observatory. Brooklyn has 38 school-buildings, of which 35 are for white children. There are seats for 78,260 pupils; accommodation for as many more is required. The estimated cost of the new buildings necessary is $500.000. NEW YORK CITY.—A bill has been introduced into the legislature, providing for the establishment of a free German-American Institute in this city, under the care of the Board of Education. The buildings are to be

et apart as a free library and school for all males above the age of xteen, who are to be taught "in such branches of education as will nable them to read and write the English language correctly." It is ime that some step such as this should be taken to Americanize our Jerman population; other cities would do well to follow this example. It is proposed to found a college or university in this city for the Jews of the United States. The project is advocated by the leading members of the Hebrew community. The schools for colored persons have been carefully remodeled. A normal school has been established and is attended by most of the teachers. There are five day and two evening schools. 2,000 children are enrolled in the day schools, but the average attendance is small, only 750. The average attendance in the evening is 141. The Children's Aid Society reports 13 industrial schools, with an attendance of 2,200, supported during 1866 at an expense of $18,395. Horatio N. Robinson, LL.D., the author of the well-known series of mathematical text-books, died at his residence at Elbridge, N.Y., January 19th, aged 61 years. Mr. Robinsou had been an invalid for many years. PENNSYLVANIA.—The agricultural college has 114 students. Philadelphia has now 77,164 children attending school. $862,238 were expended in 1866 by the Board of School Control. A bill has been offered in the legislature to change the mode of selecting this Board: to make the members appointive by the Court of Common Pleas and the District Court, instead of being selected by the people. The proposed change is cordially approved by the better classes in the city. DISTRICT OF COLUMBIA.—The city council of Washington, after long delay, have passed a bill pay to the trustees of colored schools $9,000, the amount due under the law for that purpose. The salaries of teachers in the same city are several months in arrears. The free library contains about 6,000 volumes. MICHIGAN.—During January, 21,234 acres of land were located at Traverse City, chiefly with Agricultural College script. The state university has 1,400 students; 500 in medicine and nearly as many in law. It is the largest in the country. MISSOURI.—The system of education is not fully perfected, but many schools are being organized throughout the state. The governor recommends a normal professorship in the State University, to be supported out of the public funds: also an increase of the university endowment, which is now only

$123,000; and the establishment of other educational institutions of high grade. ALABAMA.—The house of representatives have passed a bill to establish a system of public schools for whites and blacks; the schools for each will be separate. FLORIDA—In this state educational interests are at the lowest ebb. Few schools are in operation, and they are not well sustained. At its last session, the state senate passed a school law, but it was not acted upon by the lower house.

BRITISH AMERICA.—The Council of Instruction for Lower Canada have ordered that military drill shall henceforth form part of the course of studies to be followed by the teacher-pupils of the Normal Schools. In Upper Canada the number of pupils attending school is 383,652. Only 43,105 children, of school age, fail to attend. New Brunswick has 763 schools, with 826 teachers and 27,417 pupils. The increase of schools during twelve years is very small: in 1853 there were 718 schools, with 23,211 pupils. Teachers are divided into three grades. Males of the first class receive £31 10s. and females £27 10s. from the government. The province contains one college and a Training school, with Model school attached.

CHILI.—Only one-third of the inhabitants can read and write. Government primary schools are in the ratio of one to every 1,700 of the population, and are sustained at a yearly expense of about $200.000. In the republic there are 14 public academies, 68 private institutions, one normal, one agricultural, two naval, and two engineering schools.

GREAT BRITAIN.—A meeting held at the London University to consider the action of the Council which rejected Mr. Martineau's claims to the Professorship of Philosophy, on account of his religious opinions, terminated unsatisfactorily for the friends of Mr. Martineau. It was decided to make no attempt to disturb the appointment of Mr. Robinson. In Nottingham the proportion in 1864 who signed their marriage register with a mark, was, of males, 19.82 per cent., and of females 33.51 per cent.; in Leicester, 22.17 of the one and 35.14 of the other. Rev. John Hind, M.A., the astronomer is dead. Mr. Grant Duff, M.P., has been chosen Lord Rector of Aberdeen University. The attendance at Oxford University has varied greatly at different periods of its existence. In 1209 it had 3,000 students; in 1231, 30,000; the Plague reduced the number to 3,759 in 1359. In 1831 the number was only 1634, and in 1837, 5,229.

FRANCE.—The educational budget of Paris has increased from $260,000 in 1852 to $1,040,000 in 1866. Drawing is to be taught in 122 of the parish schools and in 32 of the adult classes. The normal school at Cluny, for teachers of middle-class schools, has opened with 95 pupils, and the model-school attached has 122 names on the roll. The normal schools will probably be removed to provincial towns.—The teachers who are trained in the cities, it is alleged, become discontented with country life, and render their pupils similarly dissatisfied.

ITALY.—Circulating libraries are increasing in the kingdom. A company at Juilon, under the management of some public-spirited literary men, is establishing these libraries in the smaller towns of Lombardy, and the Provincial Council has appropriated 500,000 francs for the purpose, on condition that the Society raise an equal sum by subscription.

RUSSIA.—Moscow, with a population of 365,000 has but sixty-six primary schools, attended by 4,786 pupils. One hundred private establishments give elementary as well as higher instruction. There are five gymnasia, attended by 1,719 boys, three military schools, six schools for young ladies, an agricultural school and a university.—Teachers of middle-class schools are trained in the universities, there being a pedagogic chair in each of the six universities. The course extends over two years, and the studies are the same as those pursued by students of the university. Actual practice in teaching is a portion of the training. A bursary of from $300 to $350 per annum is paid to such as pledge themselves to devote their lives to teaching, but adequate supply of university professors and middle-class teachers cannot be obtained. Seventy academic vacancies exist, which cannot be filled. Elementary education is not obligatory, and the parishes are not required to sustain primary schools. There are, therefore, few such schools, and the number is not likely to be greatly multiplied.

SANDWICH ISLANDS.—There are here 225 primary schools, with 7,367 pupils, twenty-nine of the schools being exclusively for female pupils. The total cost in 1865 was $49,400. The higher schools are of a very miscellaneous character, and are generally under the care of missionaries.

CHINA.—Some time ago we learned that an American College was

soon to be established in Pekin. A late cable dispatch states that arrangements have been made for the establishment of a European College. Possibly the two accounts refer to the same institution. At all events, the erection of a European or American College will be one of the many signs that inspire hope for the regeneration of the vast Asiatic Empire. —*Ed. Monthly.*

General Remarks.

DURING the past year, taxes for the support of public schools have been increased; greater liberality in building school-houses, and better taste in furnishing them have been manifested; there has been a greater demand for well qualified teachers; educational meetings have been well attended; a large number of teachers' institutes have been held, and confidence in the utility of our common school system has not been diminished. Methods of instruction and modes of discipline have been improved, and the conviction, that universal education is the only sure support of a free government, has forced itself upon the minds and into the hearts of the people.

The people of this state now pay a direct tax of more than one million of dollars annually, for sustaining their common schools, and there is no other tax voted so readily or paid so cheerfully as this. The neat appearance of many of our school buildings, with their convenient arrangements and tasteful surroundings show an appreciation of comfort and beauty as creditable as it is encouraging, and tell in the plainest language the tone and temper of the communities in which they are found. Even in those districts not yet supplied with suitable school houses, where we find no certain evidences of culture and refinement, the people feel that an apology must be made for their poor school accommodations. They fear that a want of facilities for educating their children will be regarded as a sign of ignorance and selfishness.

The educating power of material things is better understood, and as wealth increases, more attention is given to furnishing and beautifying the school room. Although, in respect to frescoed walls, curtained windows, carpeted floors and costly pictures, very few of our school rooms can be compared to our places of amusement, yet there are some,

conveniently furnished, and tastefully provided with charts, busts and engravings. We begin to inquire why we should beautify our hotels, without regard to expense, and adorn billiard halls by the aid of art, and not gratify that keen appreciation of the beatiful that we find in children, by providing those things that will afford them so pure a pleasure. The opinion begins to prevail that the whole community is richer, and therefore abler to furnish all that is necessary for the education of its children, than any portion of it is to provide what is necessary for the education of theirs; and hence that the public school house may be, and should be, a better school house than any private one.

We do not forget that there are many, too many school houses utterly unfit to shelter children; entirely destitute of all that refinement and even decency demands, but we know that these evidences of a stupid selfishness are annually diminishing, and that a few years more will sweep them away.—*Superintendent's Report.*

Education for Everybody and Accessible to All.

LIFE itself is essentially an academy. There is something to be learned from everybody, in every place, about everything. A man that has eyes and ears, and uses them, can go nowhere without finding himself a pupil, and everybody a teacher. Conceit it is, a contemptible satisfaction with your present state, a complacent pride, that stagnates all your faculties, and leads you up and down the street, among all sorts of men, collecting nothing. Every ride in a car, every walk in the street, every sail in a boat, every visit to the store, the shop or the dwelling, should make you a richer man in knowledge. You should never return without some conscious increase of information.

Remember, too, in respect to this matter of education, that you are a citizen, and that you are bound to have that information which shall qualify you for an honest participation in public affairs. You are also bound to have a knowledge of current events, which no man can have who does not read the newspapers. Newspapers are the schoolmasters of the common people. The newspaper is one of the things that we may felicitate ourselves upon. That endless book, the newspaper, is our national glory. For example, how many of our young men and

young women, now that Europe stands all ajar, when apparently new combinations are to take place upon a scale thnt is gigantic, such as may take place but once in the course of their lifetime—how many young men and women are preparing themselves to follow these events? How many have drawn the boundaries of Tuscany, acquainted themselves with the position of Turin, and traced the cours e of the Ticino? How many have taken down the atlas, and marked out the lines of France, of the Italian provinces, of the Austrian empire, and of the Prussian empire? How many know where Piedmont is located?

When I was a lad some ten years old, I had the privilege of going to school to a farmer's son, who was himself a farmer, and also a captain of militia. I recollect to have heard my father say of him, that he had studied military affairs, in his quiet career, so thoroughly that probably there was not another man in the State of Connecticut that could detail so fully the history and philosophy of all the campaigns of Napoleon as he. This was a mere incidental remark made at the table, but it has had a great deal to do with my life. It opened to me the idea—though I did not know it then—that a working man, in humble circumstances, might by ordinary diligence, put himself in possession of information that should be world-wide.

I can say, also, that at an early day, my own mind was very muc interested in the Peninsular War, between the French and the Spanish, and the English armies, in Spain. I was so much interested in the events connected with that war, that I carefully read Napier's matchless history of it—one of the noblest monuments of military history ever given to the world. I studied minutely, with map in hand, that whole campaign. I never read a book in college, or during the whole course of my life, that did me half so much good as that history, though it was a matter but incident to my profession.

Now, do not suppose that to obtain this information of current events in your own land, or upon the broad theatre of the world, will require a great deal of time which you must withdraw from other things.—Almost every man wastes as many five minutes, and ten minutes, as he would require to give himself a good education. You throw away time enough to make you a wise man both in book literature and current events. A volume read a little every morning wastes away most rapidly. A man that is much occupied, in the course of a year, would

have leisure in the crevices of his time, if he took the parings, the rinds of it; if he took a little in the morning before others were up—and he might take a great deal then, if he got up when he ought to; if he took a little before each meal, and a little after each meal; if he took a little on his way to his business, and a little on his way back from his business; if he took a little riding in the cars, and a little while crossing the ferries—I say that even a much occupied man would have leisure, in these crevices of time, to make himself master of the history of his own country. It does not take a man a great while to read a book through, if he only keeps at it.—*H. W. Beecher.*

Absurdities in Teaching.

I.—IN THE COURSE OF STUDY.

In the public schools of this metropolitan city, we might naturally expect to find exemplified the American idea of practical education. Let us examine the authorized course of study pursued in our grammar schools, which furnirh the highest grade of instruction accessible to a majority of city children, to see how far it is arranged with reference to the future needs of the pupils. The course adopted by the Board of Education, Dec. 20th, 1865, is as follows :—

Grade VI.—Writing, Reading, Spelling and Definition, Arithmetic, Geography.
" V.—The same as Grade VI.
" IV.—The same as Grade V., with Grammar, additional.
" III.—The same as Grade IV., with History.
" II.—The same as Grade III., with Algebra (for boys).
" I.—The same as Grade II., with Const. of U.S., and Book-keeping [for boys].
Supplementary Course for Girls.—Grade II.—Arithmetic, Grammar, Physiology, Astronomy, Algebra, National Philosophy, Ancient History, Geometry, Composition, and Elocution.
Grade I.—The same, except that Rhetoric takes the place of Physiology.
Supplementary Course for Boys—Grade I.—Arithmetic, Grammar, Geometry, Natural Philosophy, Chemistry, Astronomy, science of Government, Book-keeping, Drawing, Declamation, and Composition.

Here we see pupils studying Geography through the entire course, yet the text book used is already out of date, and before the boys become men, the world will have so changed that much of their knowledge of geography acquired at school will be worthless. The best and only permanently useful part of the study—physical geography—is taken up at the last grade. Grammar is studied an entire year, or more, before anything is done with False Syntax and Compo-

sition. History, which by being memorized by the pupil and explained by the teacher, may be made an excellent drill in the practical use of language long before the mind can grasp its grammatical construction, is not taken up until the latter half of the course.

In the boys' course, Algebra, a useless study ordinarily, and one requiring maturity of mind to make it of any value, is put before Book-keeping. True, this is not inflicted on the girls. The Board seems inclined to exempt them from two evils—Algebra and corporal punishment. But why they should not do the same by the boys, I cannot understand. The next grade is not so bad for the boys. They have had their brains muddled with Algebra, and their backs warmed with the raw-hide perhaps, and now, those who have not left school and gone into business, may learn Booking-keeping, a branch the girls cannot have, though they go the supplementary course in search of it. In the supplementary course the girls again get the advantage. They are allowed to study Physiology, on the supposition, I presume, that they have bodies to care for, and that it is really worth while to give a little attention to the laws of health.

Thus the course stands at present. It would seem that, being adopted by a Board which must contain many practical business men men who have learned that utility is one of the tests of the value of school acquirements, it might aim more directly at the essential, than to put Algebra before Book-keeping, or to admit it at all into a course from which Physiology and Hygiene are left out. No wonder that an officer of the Board of Health, who may have received his preparation for duty in the schools of the city, should give it as his opinion that Hygiene is something that comes out of the sewers and gutters! Did the Board, in adopting this course, ask themselves the question, What will most benefit these boys and girls when they get to be men and women?

Another objection against this course of study is the distinction it makes between the sexes. If it be argued that the object of Algebra is to give mental discipline merely, why not let the girls also have the benefit of it? If, on the other hand the distinction is made in reference to future utility, there must be some mistake in leaving out Book-keeping from the course for girls, at a time when philanthropists are trying to find new employments for women, whereby to secure them living wages.

But taking the course as it is, how are these branches at present taught? Let us go into the Grammar schools for boys, and begin with writing, What is required in practice? Especially legibility and speed. To secure these, letters of the simplest form must be used. Yet if we examine the most popular copy-books and charts of the day, we shall find that many of the lessons given have unnecessary lines standing directly in the way of rapidity and legibility, and often not in good taste.

What is the remedy? Simply this. Let the elements be taught from forms large enough to strike the eye clearly, yet let them be severely simple; then reduce these forms to the ordinary size, and hold the pupil to the style thus acquired, till he can execute it well and rapidly. Speed must not be neglected. Turn over the writing-books of the pupils, and you will find much excellent penmanship; but let these same pupils write an ordinary paragraph from diction, and you will see the difference between their *letter-drawing* and their *writing*.

Again, look at the figures that are sometimes put into writing-books for copies. Instead of single, legible forms, they are such as no business man would tolerate. Ambiguous figures are a source of endless confusion; in cyphering, as in writing, the pupil should be kept to severe simplicity.

Spelling comes early into the course, and with the present orthography of the English language, must have much attention. Yet the most that ought to be attempted is to teach the common words as they occur in ordinary speech, This can be done only by writing. Oral spelling is of little practical value, and might well be given up entirely. To gain a practical knowledge of orthography, connected sentences must be written. This can be done at first by copying from print, then from diction, and finally by writing memorized lessons, or by original composition. Thus the common words will be written over and over just in proportion to their frequence and importance. It will be readily seen that this will be an exercise quite as important in many other respects as in the habit of putting the letters or words in their right order. Before he is aware of it, the pupils will have become expert in the use of capitals, in pointing, paragraphing, and so forth—no small gain, and a series of particulars often neglected. It is useless

for pupils to spend their time spelling orally words so far-fetched that they will not have occasion to write them once in a life-time. Look over the words which pupils are memorizing, and you will find many which, unless you are a pedagogue, you have rarely seen, and probably have never once written.

We are a nation of book-keepers; and arithmetic has necessarily a prominent place in our course of study. Yet, I think even here the instruction given does not always aim directly at supplying the boy with what the man must use. Boys are still at work upon tables and rules that no business man has used for the past ten years, or is likely to use in the years to come. Boys too are puzzling their brains over Geometrical Progression, who would find it difficult to add correctly and rapidly an ordinary ledger column.—*Ed. Monthly.*

Rules for the Government of the Public Schools of Waukesha County.

TEACHERS.

1. The teacher shall be in attendance at the house at least fifteen minutes before the time of opening school in the morning, when fires are made for him; and at least thirty-five minutes when the fires are made by himself.

2. It shall be a duty of first importance on the part of the teacher to exercise vigilance and care over the general conduct of the scholars in and about the school house; and on all suitable occasions to instruct and encourage them in correct manners, habits and principles.

3. The teacher shall establish and enforce such rules as shall secure neatness and cleanliness about the school-room, yard and out-houses.

4. The teacher shall see that the register is properly filled out each day and the sum of the *present* marks placed at the foot of the column.

5. Teachers shall not allow any portion of school hours to be occupied by book-agents, lecturers, or exhibition-men, without consent of the board; nor shall they allow any visitors to hinder the study of the scholars.

6. No studies shall be pursued or text-books used except such as the board shall direct.

7. Evening schools shall only be held by permission of the board, and shall be governed by the rules of the day school.

8. The teachers shall see that the pupils practice no rudeness to persons passing along the road or visiting the school; but that they treat such with courtesy and politeness.

SCHOLARS.

9. Every scholar is expected to attend school punctually and regularly; to conform to the rules and regulations of the school, and to obey promptly all the directions of the teacher; to observe good order and propriety of deportment; to be diligent in study and respectful to the teacher, and kind and obliging to schoolmates; to refrain entirely from the use of profane and improper language, and to be clean and neat in person and attire. Any neglect or refusal to comply with these requirements may be the cause of suspension from school.

10. For disobedience or insurbordination in school the pupil may be at once suspended by the Teacher; immediate notice of which shall be given in writing to the clerk of the board and to the parent.

11. Six half days absence (two tardy marks being equivalent to a half day's absence) in any four consecutive weeks, sickness only excepted, shall render the pupil liable to suspension. This rule shall not apply to pupils under nine years of age.

12. Scholars absenting themselves from any examination or public exercise of the school without permission of the teacher, and who fail to render good and sufficient excuse for such absence, shall be suspended.

13. No scholar shall change, or be promoted, from one class to another, except by direction of the teacher.

14. Scholars who shall deface or injure any school property or furniture, shall pay in full all damages, and may be subject to further discipline by the teacher.

15. Any scholar suspended from school by virtue of any of the above rules, can be re-admitted only by written permission of the board.

☞ *The above rules are hereby adopted in accordance with law, as the rules of this school.*

_____	SCHOOL BOARD OF DIST. NO.————
_____	TOWN OF————————
_____	WAUKESHA COUNTY.

The above rules of Supt. Stewart of Waukesha county we consider excellent ones. Those for scholars should be adopted by every school board and posted in every school-room in the state. "Order is Heaven's first law," and no teacher can secure it without good wholesome rules. No rules, however, should be made that cannot be strictly enforced.

THE Connecticut *School-Journal* is dead.

Editorial Miscellany.

County Superintendents.

The influence of these officers among teachers is greater than that of all other officers combined. Now, for the life of the JOURNAL these officers are in no small degree responsible. We call on these officers throughout the State to aid us in increasing its circulation.—At the Spring Examinations and Institutes we earnestly entreat you to labor for its support. We feel that it ought to be kept up, and so long as the superintendents and teachers are willing to entrust its publication to us we are willing to publish it, and whenever you wish it entrusted to other hands, a hint will be sufficient to cause us to resign our position. We have received many favors at the hands of superintendents and are thankful for them. We wish, however, to be grateful for other favors of the same kind, and from some who have shown hitherto little sympathy with the cause for which we have labored.

Advice to Teachers.

The following good advice to teachers we clip from I. N. Stewart's (Supt. of Waukesha County) "Circular" to Teachers:

Teachers have too many recitations in a day. Think of one teacher trying to hear forty recitations in five and a half hours! Justice cannot be done to any. There is time enough to do things well; if not, take time. Make diverse text-books and ill graded pupils yield to the necessity of doing well what you undertake.

Schools should only be visited for mutual improvement. No thorough teacher will allow company to take the time and attention of any pupils for purposes foreign to those of the school. With this understanding, the more visitors you have at school, the better.

One secret of success in governing is to command nothing you cannot enforce. Then see that your directions are carried out in small things, and obedience will naturally follow in matters of importance.

Many teachers fail by passing over small infringements on discipline, till the evil has grown too large to be overlooked. Then they break out suddenly and harshly against it. Opposition is thus excited, and the weaker party, the teacher, fails.

Teachers and people too often forget that manners should be taught, as well as mind; morality as well as mathematics. Scholars can still be found in this county who will cling to passing sleighs or jeer a traveler with profane or obscene language.

NUMBER OF WORDS IN USE.—Prof. Max Muller quotes the statement of a clergyman that some of the laborers in his parish had not 300 words in their vocabulary. A well-educated person seldom uses more than about 3,000 or 4,000 words in actual conversation Accurate thinkers and close reasoners, who select with great nicety the words that exactly fit their meaning, employ a much larger stock, and eloquent speakers may rise to a command of 10,000. Shakspeare, who displayed a greater variety of expression than probably any other writer in any other language, produced all his plays with about 15,000 words Milton's works are built up with 8,000, and the Old Testament says all that it has to say with 5,642 different words.

AT a meeting of the students of the Wisconsin State University, held in the south chapel, the following preamble and resolutions were adopted:—

WHEREAS, Prof. Daniel Read having resigned his professorship in this university and become connected with another institution; therefore

Resolved, That it is with feelings of unfeigned regret that we learn of the resignation of one whom we have learned to honor as a teacher and love as a man.

Resolved, That during his connection of eleven years with this institution he has, as we fully believe, striven to advance its best interests.

Resolved, That in parting with Prof. Read we lose an able instructor, a genial companion, and a true friend.

Resolved, That the best wishes of the students of this university attend him in his new field of labor.

Resolved, That a copy of these resolutions be forwarded to Prof. Read, and also that they be published in the daily papers of this city.

GEORGE CROSS, Chairman.

JOHN G. TAYLOR, Secretary.

Madison, April 4th, 1867.

Local and General Intelligence.

THERE are 8,967 scholars studying German in the public schools of Cincinnati.

PORTAGE COUNTY.—The Portage County Teacher's Association will meet at the School-house in Stevens Point April 27th.

HON. THADDEUS STEVENS, member of Congress from Pennsylvania has recently endowed a professorship of Moral and Intellectual Philosophy in Vermont University.

TEACHERS in want of a situation will find it to their advantage to inform us, stating experience, giving references, &c. Also those in want of teachers by applying to us may learn where they can secure good teachers. In this way the JOURNAL may be useful to both teacher and employer.

WE understand that Professor Daniel Read, of the State University, has decided to accept the call to the presidency of the Missouri University, which has been accompanied by the most flattering inducements. There will be much regret felt at losing him from our institution and state.

NEW HAMPSHIRE.—From the recent Report from the Department of Public Instruction we learn the following for year ending June 1866:

Wages per month of male teachers, $32.88; female, $17.62; number of male teachers employed, 539: female 3,315; number of teachers attended Institutes within the year, 1,468; amount of money expended for common schools within the year, $304,168.28.

TEACHERS INSTITUTE.—The following gentlemen have been engaged to give addresses before the Teacher's Institute at Juneau, Dodge County, on Wednesday, Thursday and Friday, May 1st, 2nd and 3rd. On Wednesday evening, Lorenzo Merrill, County Superintendent. On Thursday evening Hon. A. Scott Sloan, Beaver Dam. On Friday evening, Hon. John G. McMynn, State Superintendent Public Instruction, Madison.

ANY one desiring the services of a good female teacher who has had eight years experience can learn her address by inquiring at the office of the WISCONSIN JOURNAL OF EDUCATION.

TEACHER'S INSTITUTE.—By an act of the legislature just published, the board of regents of normal schools are authorized to use so much of the income of the normal school fund, not exceeding five thousand dollars per aunum, as in their judgment may be necessary to hold and defray expenses of conducting teachers' institutes in different parts of the state, and to employ an agent to organize the institutes and deliver addresses on the subject of education,

MR. PULCIFER'S bill, No. 629, to provide against increase of ignorance and crime and to secure the benefits of general education of the people of Wisconsin, did not pass in the assembly. The bill has many good points and some objectionable ones. That part of it referring to compulsory education hardly conforms to our idea of a "Republican form of Government." Mr. Pulcifer deserves great credit for the interest he has taken in the cause of education during the past winter in the legislature at Madison.

MILTON COLLEGE.—The Milton Academy, which has deservedly acquired a favorable reputation as an educational institution, has been incorporated as a college by the present legislature. It was organized as an academy by the enterprise of Hon. Joseph Goodrich, twenty-two years ago. The first academy building cost but $300. Its present edifices and grounds are worth over $25,000. It enters upon its career as a college under favorable auspices, and opens its doors to students of both sexes.

MR. BARRON'S resolution having in view the removal of the tax on knowledge, which passed the Assembly was lost in the Senate. We regret this very much. We believe no tax directly or indirectly should be imposed upon books or papers. The cheaper books and papers are the more general will be the diffusion of knowledge. If books and paper can be manufactured cheaper in Great Britain than this country, we believe that is the place to manufacture them and to purchase them.

BOOK NOTICES are unavoidably crowded out this month.

THE SCIENCE OF THE SEASON!

BOTANY.

The claims of the standard Text-books of Prof. WOOD, in this department, are again urged upon Educators. They have a larger sale than all others combined, because they are

The Best.

1.—OBJECT LESSONS IN BOTANY. For Beginners.....$1 25
2.—CLASS BOOK OF BOTANY. For Intermediate Classes..... 2 00
3.—NEW CLASS BOOK OF BOTANY, A Complete Compendium..... 3 50

Copies for examination and first supplies for introduction furnished at greatly reduced rates. Particulars on application. See Prof. Wood's article on "Spring Flowers," in April number of the Educational Bulletin.

The Metric System.

The International system of Uniform Weights and Measures must hereafter be taught in all common schools. Prof. Charles Davies is the official exponent of the system.

READ THE FOLLOWING RESOLUTIONS

adopted by the Committee of the House of Representatives, on a "Uniform System of Coinage, Weights and Measures." Feb. 2d, 1867:

Resolved. That this Committee has observed with gratification the efforts made by the editors and publishes of several mathematical works, designed for the use of common schools and other institutions of learning, to introduce the Metric System of Weights and Measures, as authorized by congress, into the system of instruction of the youth of the United States, in its various departments; and in order to extend further the knowledge of its advantages, alike in publ c edcantion and in general use by the people.

Be it further Resolved, That Professor Charles Davies, LL. D., of the state of New York, be requested to confer wi h superintendents of public instruction, and Teachers of schools, and others interested in a reform of the present incongruous system, and by lectures and addresses to promote its general introduction and use.

The April number of the "Educational Bulletin" contains an exposition of the "Met ric Sytem," from the pen of Prof. Davies, and the latest editions of his Arithmet ic have it incorporated.

New Publications.

Marsh's Ecclesiastical History.—A History of the Church in all Ages, For the use of Colleges, Seminaries, High Schools and the general reader. . . . . Price $2 00.

A work of wonderful research, and covering the ground in a manner never before realized by a work of its size. No course of study is complete without it.

Davies' Outlines of Mathematical Science. $1 00

A manual to be carried by the Teacher into the class-room, and for constant reference as to the best method of presenting the science in all its departments, with a comprehensive view of the whole.

The Forest Choir. By Geo. F. Root. . . . . Price 65 cts.

A better book than the famous "Silver Lute." by the same author.

These books will be editorially noticed in the "Illustrated Educational Bulletin,"—sent to any address for one year on receipt of TEN CENTS.

Address **A. S. BARNES & Co.,**
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WISCONSIN

JOURNAL OF EDUCATION.

VOLUME X. MAY, 1867. NUMBER 11

Circular from the Superintendent of Public Instruction.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
MADISON, April 22, 1867.

The attention of district officers, and of the people generally, is called to the following amendments:—

1st. The amendment to section 42, giving to the majority of the district board the authority to hire a teacher, if the clerk shall neglect to hire one in time to open the school when it should be commenced.

2d. The amendment to section 48, giving the board authority to purchase record books, and to pay for the same.

3d. The amendment to section 53, providing that when a list of text books for a district has been selected by the board, it cannot be changed for three years.

4th. The amendment to section 91, giving the county superintendent power to direct district boards to alter and repair school houses, and, in concurrence with the town board of supervisors, to condemn school houses as unfit for use.

The new edition of the School Code which the State Superintendent was authorized to prepare last summer, was not published, for the reason that the state printer could not do the work till so late in the season that it would not have been distributed until the time the Legislature met, and it was thought best to postpone the preparation of the work till this spring, so as to embrace the amendments made to the law at the late session.

The code will be printed and distributed as soon as the pressure of work upon the state printer and upon this department will permit, and

until that time school officers must rely upon the code of 1863, the circulars issued last summer, and this one, for the law to guide them in the performance of their responsible duties.

JNO. G. McMYNN,
Superintendent of Public Instruction.

CHAPTER 111—GENERAL LAWS.

AN ACT

To amend certain sections of Chapter 155 *of the General Laws of* 1863, *entitled "An Act to codify the laws of this State relating to Common Schools."*

The people of the State of Wisconsin, represented in Senate and Assembly, do enact as follows:

SECTION 1. Section 1 of chapter 155 of the General Laws of 1863 is hereby amended, so as to read as follows:

"Section 1. The board of supervisors in each town in this state shall have power to form and alter school districts in the manner hereinafter set forth: *provided*, that no school district shall embrace more than one township of land, and no part of any district shall be more than five miles from the center of said district."

SECTION 2. Section 42 of chapter 155 as aforesaid is hereby amended so as to read as follows:

"Section 42. The clerk shall contract with and hire duly qualified teachers for and in the name of the district, which contract shall be in writing, and shall have the consent of the director, or treasurer, or both, indorsed thereon, and shall specify the wages per week, month or year, as agreed upon by the parties; and said contract so completed shall be filed in the office of the district clerk, with the certificate of the teacher so employed attached thereto, and a copy of such contract shall be furnished by the clerk to the teacher: *provided*, that a majority of the board may by an order filed with the clerk, or a memorandum in the district record book, said order or memorandum being subscribed by them, fix the time when the several terms of the school, or any of said terms, shall open; and if the clerk shall fail to hire a suitable teacher before the term so fixed, then the district board shall hire and contract with a qualified teacher, and a majority of the board shall constitute a quorum for the transaction of business."

SECTION 3. Section 43 of chapter 155 aforesaid, is hereby amended, so as to read as follows:

"Section 43. It shall be the duty of the clerk, between the first and tenth days of September, in each year, to make and transmit to the town, city or village clerk a written report, dated on the first day of September of the year in which it shall be transmitted, signed by the said district clerk and verified by his affidavit, showing:

"*First.* The number of children, male and female designated separately, over the age of four and under the age of twenty years, residing in the district on the last day of August previous to the making of such report, and the name of the parents or other person with whom such children did respectively reside on the 31st of August preceding such report.

"*Second.* The whole number of children, male and female, each designated separately, taught in the district school during the year for which such report is made, by teachers duly qualified, and the sum of the days' attendance of all such children upon the school.

"*Third.* The number attending school (male and female being designated separately) during the year, under the age of four, and the number over the age of twenty years, and the sum of the days' attendance of all such children upon the school.

"*Fourth.* The whole time in days any common school has been taught in the district, including holidays, and the whole number of days, including holidays, such school has been taught by teachers qualified according to law, during the year ending on the thirty-first day of August preceding the making of such report.

"*Fifth.* The names of all teachers employed during the year covered by the report, the number of days taught by each, including holidays, and the monthly wages paid to each.

"*Sixth.* The amount of money received from the town treasurer, the amount received from district taxes, and the amount received from all sources during the year ending on the thirty-first day of August preceding the date of the report, and the manner in which the same has been expended.

"*Seventh.* The kind of books used in the schools.

"*Eighth.* Such other facts and statistics in relation to the schools,

public or private, in such district as the Superintendent of Public Instruction may from time to time require."

SECTION 4. Section 44 of chapter 155 as aforesaid is hereby amended, so as to read as follows:

"Section 44. The clerk of each joint school-district shall report to the town clerk of each town a part of which is embraced in such district, the number of children residing in such part, in the manner set forth in the preceding section, and the number of days a school has been taught in the district by a qualified teacher, and the remainder of the items specified in the preceding section shall be embraced in the report made to the clerk of the town in which the school-house is situated."

SECTION 5. Section 45 of chapter 155 as aforesaid is hereby amended, so as to read as follows:

"Section 45. The clerk of each school district shall furnish, at the expense of the district, a school register, in the form prescribed by the Superintendent of Public Instruction, in which every teacher employed by the district board shall be required to enter the names, ages and studies of all scholars attending school, and daily their attendance and absence, and such other facts as the county superintendent or state superintendent may require, which register the teacher shall deliver to the clerk at the time he shall cease to be employed by such district, or at any other time when the same may be required for the use of the district board; and the teacher shall make in writing and transmit to the district board, or the county superintendent, a report concerning any matter relating to his school, in such form and manner as said board or superintendent may prescribe."

SECTION 6. Section 48 of chapter 155 of the general laws aforesaid is hereby amended, so as to read as follows:

"Section 48. The said board shall have the care and keeping of the school-house and other property belonging to the district, except so far as the same shall be especially confided to the care of the clerk, including all books purchased by the district for the use of any children, and the said district board shall have power to purchase a record book, in which the proceedings of the meetings of the district and of the district board shall be recorded, and a book for keeping in proper form the treasurer's accounts, together with such blanks and stationary

as are necessary for doing the business of the district in an orderly and business like manner, and the clerk of such district may include the amount of such purchase, including the cost of the school register, in any tax to be collected in such district."

SECTION 7. Section 53 of chapter 155 aforesaid is hereby amended, so as to read as follows:

"Section 53. The board in school district shall have power, under the advice of the Superintendent of Public Instruction, to determine what school and text-books shall be used in the several branches taught in the schools of such district. They shall make out a list of books to be used in each branch of study pursued in such school, and shall file a copy of such list with the district clerk, and put up one copy in the school-house of such district; and when said list of books is adopted, it shall not be changed for the term of three years."

SECTION 7. Section 59 of chapter 155 aforesaid is hereby amended, so as to read as follows:

"Section 59. No money shall be apportioned to any district or part of a district, unless it shall appear by the report thereof, verified by the affidavit of the clerk of said district or part of a district, that a school has been taught therein, by a duly qualified teacher for at least five months during the year ending at the date of such report, and that all school moneys received during that year from the income of the school fund, have been applied to the payment of the wages of a legally qualified teacher."

SECTION 9. Section 86 of the chapter aforesaid is hereby amended, so as to read as follows:

"Section 87. The laws regulating the election of and canvassing the votes for other county officers, shall apply to the election of county superintendents. A county superintendent may at any time vacate his office, by filing his resignation with the clerk of the board of supervisors of his county. His removal from the county, or his acceptance of the office of county supervisor, shall vacate his office."

"SECTION 10. Section 89 of the chapter aforesaid is hereby amended, so as to read as follows:

"Section 89. The clerk of the board of supervisors, as soon as he has official or other notice of the existence of a vacancy in the office of county superintendent, shall give notice thereof to the superintendent

of public instruction, who shall appoint a county superintendent to fill such vacancy, and the person so appointed shall hold his office until the first day of January succeeding the general election next occuring after such appointment is made."

SECTION 11. Section 91 of said chapter is hereby amended, so as to read as follows:

"Section 10. Any person or persons petitioning for the removal from office of any county superintendent of schools, shall cause a certified copy of such petition, together with a full statement of all charges preferred against him, to be served upon such superintendent at least thirty days prior to the hearing before the judge of the circuit court. No county superintendent shall act as an agent for any author, publisher or bookseller, or receive any fee or reward for acting as such agent, and a violation of this provision by any county superintendent, shall subject him to removal from office."

SECTION 12. Section 92 of the chapter aforesaid is hereby amended, so as to read as follows:

"Section 92. Every county superintendent shall have power, and it shall be his duty:

"*First*, To examine and license teachers, and to annul certificates as hereinafter provided.

"*Second.* To visit and examine all the schools and school districts within his jurisdiction as often in each year as shall be practicable; to inquire into all matters relating to the management, the course of study and mode of instruction, and the text books and discipline of such schools, and the condition of the school-houses, sites, outbuildings and appendages, and of the district generally; to advise with and counsel the district board in relation to their duties, and particularly in relation to the construction, warming and ventilation of school houses, and the improving and adorning of the school grounds connected therewith, and to recommend to school officers and teachers the proper studies, discipline and management of the schools.

"*Third.* To direct, after proper examination, the district board to make any alteration and repairs which shall in his opinion be necessary to the health, comfort or progress of the pupils, and to abate any nuisance in or upon the premises: *providing*, the same can be done at an expense not exceeding twenty-five dollars.

"*Fourth.* To make an order in concurrence with the chairman of the board of supervisors of the town in which any school house is situated, which is unfit for school purposes, reciting the reasons, if they deem it unfit for further use, and not worth repairing, and deliver the order to the clerk of the district in which such building is situated, and to transmit one copy of said order to the clerk of the town, and another to the superintendent of public instruction; and such order shall take effect from and after the date mentioned therein, unless for cause shown within thirty days after said order is delivered to the district clerk, it shall be overruled by the superintendent of public instruction; and from the time the said order shall take effect, the district shall not be entitled to share in any appropriation of the income of the school fund for any school kept in said building so declared unfit for school purposes.

"*Fifth.* To examine any charge effecting the moral character or ability to teach of any teacher within his county or district, first giving such teacher reasonable notice of the charge, and an opportunity to defend himself therefrom; and if he finds the charge sustained, to annul his certificate, by whomsoever granted, and if the teacher so declared unfit to teach, holds a certificate from the superintendent of public instruction, or a diploma of a state normal school, then to notify the state superintendent of such annulment without delay.

"*Sixth.* To report annually to the board of supervisors of his county the conditions and prospects of the schools under his supervision; to receive from the town, city or village clerks abstracts of the reports of the several district clerks, and to transmit the same, as required by law, to the state superintendent, as also annually, before the first day of May, the name and post-office address of each town clerk of his county or district, and to report from time to time such other facts relating to education as the state superintendent may require, or the laws may prescribe.

"*Seventh.* To organize and conduct at least one institute for the instruction of teachers in each year, and to advise in all questions arising under the operations of the school laws in his county or district."

SECTION 13. Section 95 of the aforesaid chapter is hereby amended, so as to read as follows:

"Section 95. The compensation of the county superintendent of

schools shall be fixed by the county board of supervisors, and shall be paid quarterly in cash by the county: *provided*, that for counties and districts containing more than ten thousand inhabitants, according to last preceding census, the compensation shall not be less than eight hundred dollars per annum, and for counties and districts containing more than five thousand inhabitants, it shall not be less than five hundred dollars per annum; *and provided, further*, that the board of supervisors shall allow for stationary, postage and printing such amount as the county superintendent shall certify to be actually necessary, not exceeding one hundred dollars in counties and districts containing less than five thousand inhabitants, and two hundred dollars in counties and districts containing less than ten thousand inhabitants and more than five thousand."

SECTION 14. All acts and parts of acts inconsistent with the provisions of this act, are hereby repealed.

SECTION 15. This act shall take effect and be in force from and after its passage.

Appproved April 10, 1867.

BOOKS OF REFERENCE.—From the following list of educational works, teachers may select such as they may desire for their own use:

Abbott's Teacher; American Education, Mansfield; American Journal of Education, 16 volumes, Barnard; American Pedagogy, Barnard; Comparative Geography, Ritter; Calkins' Primary Object Lessons; Dictionary of Mathematics, Davies and Peck; English Pedagogy, Barnard; Emerson's School and Schoolmaster; Five hundred Mistakes Corrected; French Pedagogy, Barnard; Graded Schools, Wells; German Schools and Pedagogy; Letter to a Young Teacher, Thayer; Methods of Instruction, Wickersham; Normal Method of Teaching, Holbrook; Normal Training, Russell; Observing Faculties, Barton; Object Lessons, Welch; Papers for the Teacher, Barnard, 7 vols; Punctuation, Wilson; Page's Theory and Practice of Teaching; School Amusements, Root; School Economy; Wickersham's School Government, Jewell; Science of Education, Ogden; Study of Words, French; Sheldon's Elementary Instruction; Sheldon's Mode; Lessons on Objects; Teacher's Assistant, Northend; Teacher's Examiner, Stone; Teacher's Motives, Mann; Unconscious Tuition, Huntington.—*Supt's Report.*

Not in Vain.

"I have labored in vain," a teacher said,
And her brow was marked by care;
"I have labored in vain." She bowed her head,
And bitter and sad were the tears she shed
In that moment of dark despair.

"I am weary and worn, and my hands are weak,
And my courage is well-nigh gone;
For none give heed to the words I speak,
And in vain for a promise of fruit I seek,
Where the seed of the Word is sown."

And again with a sorrowful heart she wept,
For her spirit with grief was stirred;
Till the night grew dark, and at last she slept,
And a silent calm o'er her spirit crept,
And a whisper of "peace" was heard.

And she thought in her dreams that the soul took flight
To a blessed and bright abode;
She saw a throne of dazzling light,
And harps were ringing and robes were white,
Made white in a Saviour's blood.

And she saw such a countless throng around
As she never had seen before—
Their brows with jewels of light were crowned
And sighing and sorrow no place had found,
For the troubles of time were o'er.

Then a white-robed maiden came forth and said,
"Joy! joy! for thy trials are past!
I am ONE that thy gentle words have led
In the narrow pathway of life to tread—
I welcome thee home at last!"

And the teacher gazed on the maiden's face;
She had seen that face on earth.
When with anxious heart in her wonted place,
She had told her charge of a saviour's grace,
And their need of a second birth.

Then the teacher smiled, and an angel said,
"Go forth to thy work again;
It is not in vain that the seed is shed;
If only ONE soul to the cross is led,
Thy labor is not in vain."

And at last she woke and her knee she bent
In grateful, child-like prayer—
And she prayed till an answer of peace was sent,
And Faith and Hope as a rainbow blent,
O'er the clouds of her earthly care.

And she rose in joy and her eye was bright,
  Her sorrow and grief had fled—
And her soul was calm and her heart was light,
For her hands were strong in her Saviour's might
  As forth to her work she sped.

Then rise, fellow teacher, to labor go!
  Wide scatter the precious grain—
Though the fruit may never be seen below,
Be sure the fruit of the Word shall grow;
Toil on in faith, and thou soon shall know
  "Thy labor is not in vain!"

Our Cabinet Organ.

"The school-master who cannot sing," says Martin Luther, "I would not look upon." The value of proper instruction in vocal music can hardly be over-estimated, and what intelligent parent in our land would not be gratified to know that his child possessed the advantages of such vocal training? indeed, in whatever light this matter is viewed, it is good, and good only. We find music adding to the happiness of the child, to the attractive influence of the school, to the refining pleasures of home, and thus gradually elevating the moral tone of the community and increasing the aggregate of happiness in the same. And we trust the day is coming when not only vocal but also instrumental music will appear as a common branch upon the teacher's certificate. By "instrumental" music we mean nothing beyond ability to read a simple air or an ordinary accompaniment upon Cabinet Organ, piano or melodeon, a degree of skill that may readily be acquired.

Music is an inexhaustible source of gratification. Not only is it a present joy, but in coming years, it will shed its soothing influence over the ruder experiences of life, lightening toil, cheering the family circle, and binding it closer in union. It is one of heaven's choicest gifts. All lovers of music are fully sensible of its power in mitigating the fatigue of labor and in alleviating pain and care.

An excellent man and a good teacher expresses the following opinion in regard to the influence of music in school:

"In respect to moral training and discipline, I regard music or singing in school as invaluable. Nothing so quickly relaxes the mind, and frees it from bad feelings and discouragements which the daily studies may engender. It relieves the teacher, too, to join in a cheerful song,

bodily as well as mentally. A teacher who sings often, will not very often scold. [Mark that.] I believe he can expend much of his overwrought nervousness in this way; and, instead of sharp tones piercing the heart, his words will fall in soft and gentle accents. Song always draws closer its participants, and in the song-exercise, if ever, there will be happiness in the school room. As a mental exercise, also, music fixes attention, concentrates thought, cultivates quick and nice discernment. As a physical exercise, it brings into healthy action those vital organs, which cannot be reached so effectually in any other way. The Germans, who sing almost universally, claim that singing is a preventive of disease of the lungs."

Says another competent authority:

"There is no occupation in life with which music could not harmonize. We have hymns for divine worship; war has called forth many a heart stirring logic; the devil himself has his bacchanalian songs for his groggeries; why should we not also have cheering songs for the workshop, the cornfield, the kitchen, the school? On the continent of Europe they are wiser than we in this respect. There music forms a daily part of the educational training. It is found far more effective than the rod, or tasks, or angry reproof, for softening rugged dispositions. In Germany no teacher is considered as qualified to teach, even a common school, who has not some knowledge of music, cannot lead a choir of voices, and perform on some instrument."

There is but one opinion upon this subject. Now what were wiser than to make provisions, in our schools, both public and private, for instruction in this branch? "Teach your boys what they will practice when they become men," is a good maxim, and most forcible in its application to instruction in vocal music.

But we sat down to write an article upon OUR CABINET ORGAN, and have been wandering off in another direction. No matter, the two subjects are kin. The school that delights in vocal music ought to have a Cabinet Organ, if such an instrument can at all be afforded.—Ours stands open by yonder wall,—keyboard conspicious, dotted with its twenty-five flats and sharps that so often deceive our as yet unskilled fingers,—the well known trade mark of "MASON AND HAMLIN" flashing from its polished front and challenging competition. We are proud of our instrument, and know we have the worth of our money. At all events it isn't for sale. We paid $170 for it,—5-octave, double reed, oiled-walnut case,—selected for *use*, though at the same time, the most ornamental article of furniture we happen to own.

Before deciding upon which organ to purchase, whether an Estey, a

Smith, a Prince, Carhart and Needham, or a Mason and Hamlin, we consulted three or four gentlemen of our acquaintance, organists themselves, familiar with such matters, and competent to give the advice desired. They were unanimous in favor of the Mason and Hamlin instrument. We inqnired "How about the stops?" "Never mind the stops," they said, "you have the *Automatic Swell.*" We took their advice and there's our organ, the choicest of our earthly possesions,—babies except, of course!

Shall we describe it? Shall we talk of the *crescendos* and *diminuendos* of the automatic swell, giving that wonderful capacity for light and shade which enables the instrument in the words of the *Musical Review*, "to approach the power and expression of human voice?" of the marvelous simplicity of structure by which, without any unusual movement of hands or feet, the player can command at will any degree from the loudest to the softest tone? of the fine voicing of the reeds? of the extraordinary power of the instrument? of the roundness, fullness, sweetness, in a word, the *perfection* of tone? of the delicacy and promptness with which it "speaks" to the touch? of the durability of workmanship, and the finish of action and case? We think not. So many worthy men have gone this way before us—to sorrow failure in the attempt—that we shall take warning from their melancholy example.

A clergyman of note who was recently in New York, paid a visit to the Turkish Baths, in that city. He went in like any other weary mortal; and after having been pounded, and steamed, and stretched, and douched, rolled in blankets, and worked over "quite in the new," he finally emerged from the establishment *a la* Mercury, or Bayard Taylor, after a similar experience in the Orient, with *wings at his ankles!* Some one wished to know how the thing was done and how he felt afterwards. He replied that he was "no more able to tell than to describe one of Mason & Hamlin's Cabinet Organs." The latter difficulty we fully appreciate; the former we hope to look into on our next visit to the metropolis.

Instrumental music as an accompaniment to the voice, is becoming more and more a leading feature in our best public schools. It follows naturally upon the introduction of vocal music in the large cities of Boston, New York, Philadelphia, Pittsburg, Cincinnati, and Chicago,

experience has long since demonstrated the observation of competent School Controllers, the fact that vocal music is an essential feature of any well-digested system of popular education. And this fact once established, no arguments advanced by a false economy succeeded longer in banishing the same from the school curriculum. The visitor to the schools of these cities finds in a large proportion of them, pianos of first-class manufacture, or School Organs of the most approved modern styles. All parties concerned — teachers, pupils and controllers—regard these as essential parts of the school furniture; and in female schools more particularly, would as soon think of dropping from the list the inevitable blackboard as the invaluable musical instrument. This is also true, to a greater or less extent, of progessive towns of smaller size everywhere in the North.

The marked improvement of late years in the manufacture of musical instruments keeps pace with the public demand. To so great a degree is this the case, that the Cabinet Organ, an instrument of sustained power, occupying much less space in the school room, better adapted for the purpose intended, and furnished at less than half the cost of the piano, has in a measure superceded the latter instrument in popular favor, both for the school-room and the family circle. The instrument of which we write—"ours"— was used last fall at one of the largest county institutes yet held in Pennsylvania, in one of the largest court rooms of the State, and although a very good piano stood beside it, yet the Cabinet Organ was preferred, and used during the entire week, while the piano was opened but three or four times.

In closing, we would recommend to school directors who can afford the expense, and who have teachers permanently employed, that they place an instrument of this class in the schools under their control. It will prove a wise investment. If the teacher plays so much the better if not, it is no difficult matter to learn how to touch the keys, as we have said, in a simple air or easy accompaniment; and a beginning made,—an interest once excited,—progress is certain, and lasting good will result to the school.—*Pennsylvania School Journal.*

SCHOOLS IN THE SOUTH. — Schools are being organized rapidly in the South by the Freedman's Bureau and private enterprise. All of our exchanges complain of scarcity of teachers.

Dictionaries.

Many seem to act on the supposition that dictionaries were made to lie upon the table or desk, not to be soiled by use. A dictionary should be used constantly, and every teacher and student, yes, every reader, should keep one by his side as a constant companion while reading. Our education should not cease when we leave the district school, the academy or the college; but whenever a word presents itself, whose meaning we do not know, we should refer at once to this constant companion, and inform ourselves. Should we meet with a word, the pronunciation of which gives rise to any doubt in our mind, we should at once satisfy ourselves. Should any public speaker use a seeming inappropriate word, or, to our minds, give the wrong pronunciation to a word, we should go to our rooms and post ourselves; in this way and only by this means can we prepare ourselves to use the proper words with the proper pronunciation. The question is often asked us, "What dictionary shall I use?" We always say, "by all means use the best." With dictionaries as with most everything else, the best is the cheapest. We consider that Webster's New Dictionary is the nearest to perfection of any book that has ever been made. It is complete in all its parts. Each department of it has been for years under direction of the most skillful and scientific men in that branch of science. In definitions, Webster has always been considered by scholars in this and European countries to be superior to any other lexicographer. In all cases may Webster be relied upon as being the best definer, and the many words with different shades of meaning are so classified and divided that the seeker may at once cast his eye upon the identical case before him, or a parallel one, so that no confusion can possibly result. In orthography and pronunciation, Webster is regarded as the standard by nearly all the great publishing houses in this country, and their text-books all conform to it.

The present New Illustrated edition of Webster embodies EIGHTY large quarto pages, which in the previous edition were devoted to a treatise on Synonyms, in which more than two thousand of the principal words of the language, having similar shades of meaning, have their resemblances and precise shades of difference carefully pointed out. This is quite different from a mere collection of words having

some similarity of meaning, but with the points of difference undiscriminated. This, the latest considerable work of the late lamented Dr. Goodrich, it is believed, forms, in many respects, the best treatise on English synonyms, for popular use, extant.

Pictorial Illustrations constitute a very attractive feature of the present edition, are over three thousand in number, of a size truly to illustrate the words in question, executed in the highest style of art, and are far more numerous, larger, and better executed, than are found in any other work of the kind published in this country. They often convey to the student a much clearer conception of the character of an object, and the true meaning of a word, than it is possible from any mere verbal description.

Having been thoroughly revised since the war broke out in our own country, it's definitions of military terms are more complete than any book extant. Another feature which makes it valuable to us is the "Explanatory and Pronouncing Vocabulary of the Names of Noted Fictitious Persons and Places;" this alone has been pronounced by many to be worth the price of the book. Many thousand newly coined words are found in this dictionary only. The press are unanimous in its praise. We have seen these books, handled them and examined them, but not until recently have we had the pleasure of owning one. Words fail to express our gratification in being the possessor of this book, second only to the Bible. In turning over the leaves, we have no occasion to find fault with any omission or negligence, but rather seem lost in wonder that one book could contain so much, and that any one could think of the many wonderful things that are contained in it, and the many valuable changes that have been made since the edition of 1859. An effort will be made, no doubt, among lexicographers to compete with this work; but the present generation may hope in vain for an improvement to it. In the language of Mr. Raymond, we say: "The New Webster is glorious—it is perfect—it distances and defies competition—it leaves nothing to be desired!"

MASTER AND SCHOLARS.—"When I was a boy," said an old man, "we had a schoolmaster who had an odd way of catching idle boys. One day he called out to us:

"Boys, I must have closer attention to your books. The first one of you that sees another boy idle, I want you to inform me, and I will attend to the case."

"Ah!" thought I to myself, "there is Joe Simpson that I don't like. I'll watch him, and if I see him look off his book, I'll tell."

It was not long before I saw Joe look off his book, and immediately I informed the master.

"Indeed!" said he; "how did you know he was idle?"

"I saw him," said I.

"You did; and were your eyes on your book when you saw him?"

I was caught, and never watched for idle boys again.

If we are sufficiently watchful over our own conduct, we shall have no time to find fault with the conduct of others.

In Memoriam.

The following resolutions were adopted by the Regents of the State University at their last meeting:

WHEREAS, Prof. Dan'l Read, LL.D., has resigned his professorship of mental and moral science in the Wisconsin State University to accept the presidency of the State University of Missouri, therefore be it

Resolved, That the Regents of the University of Wisconsin cordially testify to their appreciation of the able and faithful services which Prof. Read has rendered to the University, and express their wishes for his success in the important field of labor upon which he has entered.

Resolved, That while we regret the loss of the valuable services of Prof. Read through his resignation, we extend to curators of the University of Missouri our warm congratulations in securing for President of the University such an efficient officer, thorough scholar and competent instructor.

Resolved, That the Secretary be requested to forward a copy of these resolutions to Prof. Read, and to furnish a copy also to the Madison nepspapers for publication.

Resolved, That in the death of our late associate, Regent Jackson Hadley, the Board of Regents recognize the loss of a most worthy member, whose long public services have been of value to the State, and whose memory we shall ever cherish.

Resolved, That the family of the deceased, in this, their affliction, are tendered the unanimous sympathy of this Board, and the Secretary is hereby instructed to transmit to the widow of the deceased a copy of these resolutions, duly attested by the signature of the President and Secretary and the seal of the Board.

Editorial Miscellany.

A Book for Teachers.

The works of Horace Mann, in four volumes, are books that should be in every town, city and school library, as well as in that of every teacher. No educator has lived in America who has done more for public schools than the author of these works, Horace Mann. The best years of his life were spent in the advance of the cause of public education. He was for twelve years Secretary of the Board of education for Massachusetts, and in that time he infused new life into her public schools and to him more than any other man is due the praise of the excellent school system now in force in that state. As a leading paper in Massachusetts says:

"The man is dead, but his spirit still lives in his educational lectures and reports, as fresh, animating and intrepid, as full of practical wisdom and moral inspiration, as when his tireless activity was felt among us in his visible presence. That spirit needs to be diffused now by all the means the Legislature can command. We have no lack of persons who can aid the cause of popular education by excellent thoughts and plans; but the firey soul identifying its own being with the cause it adopts, working on the wills as well as on the minds of men, and making its wisdom and humanity contagious,—in short, the man of genius turned schoolmaster,—this we cannot expect to have more than once or twice in a century."

The first volume of this book we have received and examined and no words of ours can add to its popularity. The name of its author is alone a sfficient guaranty of the merits of the book. Any one desirous of acting as agent for this work or of subscribing for it will address Mrs. Horace Mann, Cambridge, Mass., or JOURNAL OF EDUCATION, Mineral Point, Wis.

GRAMMATICAL.—At a Teachers' Institute held at Ozaukee county about four months ago, quite a controversy arose on the analysis and construction of the following sentence:

> "The lamb thy riot dooms to bleed to-day,
> Had he thy reason, would he skip and play?"

It seems that the person who gave the sentence took exceptions to the analysis of Mr. Thomas Bohan, and he appeals to us for our opinion. The dispute was principally in regard to the principal clause. Those who objected to Mr. Bohan's construction claim that the first line is the principal clause. As the sentence is punctuated—a comma after "to-day"—we do not see how any other construction than that which Mr. Bohan gives is admissible. We give below his analysis of the sentence:

It is a complex interrogative sentence. *Would he skip and play* is the principal clause.

"Thy riot dooms (which) to bleed to-day," is an adjective sentence, tells *what* lamb. [Clark's Gram., p. 228; Kerl's, 247.]

"He" is the Subject,

"Would skip and play," Predicate (compound).

"The lamb thy riot dooms to bleed to-day," is a logical adjunct of "He" in the first sentence.

"Lamb" is a noun in the nom. case, in apposition with "He" (Pinneo's Anal. Gram., p. 157).

"Riot" is the Subject,

"Dooms" Predicate,

("Which") Object (omitted by ellipsis.

Pinneo's "Eng. Teacher," p. 194).

"Had he thy reason," is a subordinate conjunctive sentence Kerl's Eng. Gram.),

"If" is a conjunction (omitted by ellipsis).—(Kerl's Eng. Gram. p. 184.)

"He" - - - - - - - - Subject,

"Had" - - - - - - - - Predicate,

"Reason" - - - - - - - Object.

THE trustees of the Soldiers' Orphan Home have elected Mr. F. B. Brewer, now residing in Milwaukee, as superintendent and financial manager of that institution, to fill the places of Mrs. Harvey and Gen. Harnden, resigned, and appointed Mrs. Brewer matron. The interests of the children under their care will, doubtless, be well looked after.

THE labors of Mr. A. S. Kissell, now of Minneapolis, seem to be highly appreciated, as we are informed that his salary has recently been increased to $3,000 per annum. A paper recently received contains a flattering account of the schools under his supervision, as well as of their able superintendent.—*Iowa School Journal.*

MAJOR WHITTLESEY, of the United States army, spent a couple of days in in New Haven last week, to consult with the officers of Yale College in relation to a project to connect the regular army more closely with our principal literary institutions by establishing military professorships in them, and making a certain number of their graduates officers in the army. Major Whittlesey is a commissioner of the War Department to obtain the views of the leading colleges on this subject, to assist in the preparation of a bill to be presented at the next session of congress.

WAUPUN, March 8, 1867.

MR. EDITOR: I send you a solution of the example given in the March number of the JOURNAL:

Let 2X, $2\frac{1}{8}$X, and $3\frac{1}{2}$X, represent the shares contributed, then 2X +$2\frac{1}{8}$X +$3\frac{1}{2}$X=$164\frac{1}{4}$; whence 16X +23X +28X=1314; or 67X =1314, hence X=£19,41-67, 2X=£39,4 32-67s, $2\frac{1}{8}$X=£56,7 46-67s, $3\frac{1}{2}$X=£68,12 56-67s. Verification £39,4 32-67s. +£56,7 46-67s+ £68,12 56-67s.=£164,5s. Respectfully yours, J. C. L.

A REVIEW of the Congressional Land Grant for the establishment of Agricultural Colleges, shows that of fifteen states enumerated, nine —viz., New Hampshire, Vermont, Rhode Island, Connecticut, New York, Pennsylvania, New Jersey, Michigan and Wisconsin have donated the proceeds of the grant to existing institutions; three others —viz. Massachusetts, Iowa, and Minnesota, have established separate and independent colleges; and three more—viz., Ohio, Indiana and Missouri, have taken no final action. Pennslyvania and Michigan had agricultural colleges in operation when the grant was made, and the proceeds went to increase their endowments. In Massachusetts the fund was divided, two-thirds going to the agricultural college and one-third to the "Institution of Technology," in Boston.

Local and General Intelligence.

A THREE-STORY school house is to be built in Fountain City this summer.

KENTUCKY UNIVERSITY—We learn that there are about 450 students in all the departments of this institution.

A LADY BACHELOR OF SCIENCE.—The Faculty of Paris has just conferred the degree of "Bache-lere-es-Sciences" on a young lady named M'lle Marie Brapetti.

THE Appleton *Post* learns that the faculty of Appleton University, except the President and Prof. Jones, will leave at the close of the present term, their pay being insufficient.

PROF. BENJAMIN PIERCE, of Harvard College, has been appointed Superintendent of the U. S. Coast Survey, as successor of Prof. Alexander Dallas Bache, who died in February last.

MINERAL POINT.—A new school house will be erected in this City this year, to cost $5,000, exclusive of lots. This City already has one of the best school buildings in the State.

NEW SCHOOL HOUSES.—According to present indications there will be more new school houses erected this year than have been erected in any year since the State was admitted into the Union.

PERSONAL.—President Paul A. Chadborne, of the Massachusetts Agricultural College, is seriously ill at his home in Williamstown, Mass., and probably will be unable to discharge the duties of his office for some months to come.

GRANT CO.—A Teachers' Institute was held at Platteville on the 16th, 17th, 18th and 19th of April. Institute exercises were given by Supt. Purman, Profs. Allen, Wernli and Guernsey, of the Normal School, and by other teachers of the county. A motion was made and carried to request Supt. Purman to call the next Institute in the latter part of August. The exercises were interesting and instructive.

In point of educational financial economy, Philadelphia claims the cheapest system, but pays its teachers low salaries. Philadelphia has fewer schools in proportion to its population than any other large American city.

Amherst College.—The catalogue of Amherst College for 1866–7 shows that there are annually awarded thirty-six cash prizes, amounting in the aggregate to upward of $800.00. There are fifteen scholarships, aggregating $1,380.00. The total attendance is 225.

The Indiana Legislature has located the State Normal School at Terre Haute, and appropriated $50,000, toward the building. The citizens of Terre Haute donated beautiful grounds, and $25,000 in cash.

Pennsylvania.—In this State there are thirteen colleges beside the Agricultural College and the Girard and Polytechnic colleges in Philadelphia. Whole number of students for 1866, was 2,000; volumes in college libraries, 110,000; value of apparatus, $60,000.

Sauk County.—The Sauk Co. Teachers' Association met and organized at the Baraboo Collegiate Institute, Monday, April 8th, Mr. R. B. Grandall County Superintendent presided. There were fifty teachers present. Supt. McMynn was also present and added much to the interest and profit of the exercises.

Philadelphia.—The city has sent a committee to visit the schools and school buildings of the principal western cities and make a report. They visited the schools of Chicago and Milwaukee and have gone to St. Louis, Columbus and Cincinnati. They pronounced themselves well pleased with the schools of Chicago, especially with their musical proficiency. The Philadelphians are bound to improve their schools,

Illinois.–The last General Assembly ordered that "All returned soldiers, who, during the late war, entered the army while in their minority, shall be allowed to attend, free, any public schools in the districts where they severally reside, for a time equal to a portion of their minority spent in the military service of the United States." Acts to establish a "Home for the Children of Deceased Soldiers," and a Reform School, were also passed. Springfield has six schools, with 1,712 pupils, and an average attendance of 1,593, or 92 per cent.

MAZOMANIE.—A suit was brought against Merrick Goldthwaite, principal of public schools for assault and battery. The case was an interesting one as it involved the question of the liability of the teacher to inflict corporal punishment. The jury did not agree. The case was ably managed by attorneys Ball, and Gregory & Pinney for the State, and by R. J. Chase and H. W. Tenney for the Defendant.

STATE TEACHERS ASSOCIATION.—The annual session of the Wisconsin State Teachers' Association, is to be held at La Crosse on the 23–25 of July. Hon. Arthur McArthur, of Milwaukee, is announced to lecture on that occasion, also Hon. J. M. Gregory, of Kalamazoo Normal School, Mich., and Hon. J. L. Pickard, of Chicago. A profitable as well as an exceedingly pleasant session is anticipated.

KENOSHA CO.—The superintendent complains of the diversity of text-books. He says there are as many as four kinds of spellers used in some districts, and in some from two to five kinds of Arithmetics. He thinks a uniformity of text-books should be enforced by the school boards. Five new school houses have been built within the year; the one at Pleasant Prairie the best in the county. This county has only one representative in the Normal School at Platteville. At the April examinations 3 received 2d grade certificates; 14, 3d grade; 14 were licensed for the summer, and 34 were rejected.

Book Notices, &c.

THE YOUNG SINGER'S MANUAL. A new collection of songs and solfeggios, selected principally from the works of the great masters, classified and adapted to the use of schools, academies and colleges, by Messrs. Aiken, Squire, Powell and Victor Williams, teachers of music in the public Schools of Cincinnati. Published by Sargent, Wilson and Hinkle, Cincinnati.

THIS is an excellent little work of 192 pages and contains a statement of the rudiments of music, some fine selections from Haydn, Mozart, Beethoven, Mendelsohn and Silcher, as well as exercises adapted to the classical music of modern times. The book was designed for the higher classes of graded schools, but may be properly used in primary schools by beginning with the rudiments. Sent by the publishers for examination for 25 cts., or for introduction at $3.00 per dozen.

PROCEEDINGS AND LECTURES of the National Teachers' Association, the National Association of School Superintendents, and the American Normal School Association, at their annual meetings held in Indianapolis, Ind., August, 1866. James Cruikshank, LL. D., Broolyn, N. Y., Publisher.

THIS valuable book will be sent free to any one present at the last meeting and a member of the Association. To any other person it will be sent for 50 cts. It contains several valuable lectures read before the Association, and the proceedings of the meetings. The lectures alone are worth ten times the price of the book.

PINNEO'S EXERCISES IN FALSE SYNTAX For the correction of errors in the grammatical construction of sentences, designed to aid in the study of the author's grammars of the English language, by T. S. PINNEO, M. A., M. D. Published by Sargent, Wilson and Hinkle, Cincinnati.

THE correction of errors forms the subject of fifty-six cautions and nearly one hundred exercises in this volume. The points are expanded and more particularly illustrated and explained than it is possible in any elementary work. This book should be studied with or after any Grammar. The exercises are short so that they may be connected with an ordinary lesson in grammar. The exercises are full and complete and may be used aside from any other work. It is a neat and interesting work, and commends itself to the attention of all teachers.

THE NORTH AMERICAN REVIEW. Edited by Prof. JAMES RUSSELL LOWELL and CHARLES ELIOT NORTON, Esq. No. 215; April, 1867.

CONTENTS: Modern Italian Poets; British Finance in 1816; Charles Lamb and his Biographers; The New Jersey Monopolies; The Railroad System; Deaf-Mute Education; Henry Wadsworth Lonfellow; Lessing; Religious Liberty; Critical Notices. Contributors: W. D. Howells; Adams S. Hill; J. K. Medbery; C. F. Adams, Jr.; F. B. Sanborn; W. D. Howells; James Russell Lowell; C. E. Norton. Ticknor and Fields, Publishers, 124, Tremont Street, Boston.

LITTELL'S LIVING AGE.—This is one of the best periodicals published in the country. Its articles are furnished by the best writers in this country and Europe. The great variety of its literature adapts it to the tastes of all. Published by Littell and Gay, Boston, Mass. Price $8.00 per annum.

THE WORKS OF HORACE MANN. In four volumes. Price $3.00 per volume. Published by subscription alone, for the editor, Mrs. MARY MANN.

THE first two volumes of this series contain seven lectures upon education, and twelve annual reports made to the Board of Education, embracing all the important topics of education, forming a guide for the organization of schools and thorough instruction in them, as well as for the action of state governments. The third volume will contain miscellaneous lectures and addresses, as "Thoughts for a Young Man, Powers and Duties of Woman; Effects of Intemperance on the Poor and Ignorant, Effects of Intemperance on the Rich and Educated, Inaugural Address at Antioch College, Demands of the Age on Colleges, First Baccalaureate Address at Antioch College, Address to the Students, or Code of Honor; Letter to a Law Student; Lecture on Knowledge, hitherto unpublished. The fourth volume will contain: Anti-slavery Letters and Speeches; Lecture on Liberty, hitherto unpublished; Letter to Mr. Garrison, published only in the "Liberator." If the price of these volumes is enclosed to Mrs. Mary Mann, Cambridge, Mass., the books will be sent by mail, prepaid.

THE DIAMOND DICKENS.—The fact that forty-five thousand copies of "Pickwick," "Our Mutual Friend, and "David Copperfield" were sold before the third volume had appeared, tells how popular this edition has become. The enterprise of Ticknor and Fields has proved a success in publishing this edition, and we are glad to chronicle it. "David Copperfield" is the third volume of the Diamond Dickens, and is issued in the same compact, convenient, and elegant style as "The Pickwick Papers" and "Our mutual Friend." Every lover of Dickens should not fail to get this edition. The illustrated volumes are only $1.50 each, and the plain $1.25.

CLUBBING.—For $5 we will send "The Nation," a weekly journal containing Literary, Artistic, and Scientific Intelligence, Criticisms of Books, Pictures and Music, Foreign Correspondence, and deliberate comments on the political and social topics of the day, and the WISCONSIN JOURNAL OF EDUCATION for one year. The price of "The Nation" is five dollars alone. For $4 we will send three copies of the WISCONSIN JOURNAL OF EDUCATION and "Our Schoolday Visitor," a first-class magazine for young people and teachers, whose subscription price alone is $1.25.

ATLANTIC MONTHLY—Published by Ticknor and Fields, Boston, Mass. Price $4.00 per annum. The June number is received and contains many interesting articles. The serials that are published in this monthly are first-class and well worth the subscription price.

WISCONSIN

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Breakers Ahead!

THAT our public schools not merely provide the means of educating, but educate more or less every child in the land, is in popular estimation beyond a doubt. How slightly the facts sustain such an estimate of the capacity and efficiency of these institutions, is little realized by those who proclaim with such patriotic eloquence, that an education is the birthright of every American child, and that in our favored land popular ignorance is unknown.

One of the crowning glories of the empire state is the care here exercised in behalf of public instruction. The work done by the schools is unquestionably great, yet less than half of the children of the state, between the ages of six and seventeen, are receiving instruction from them. Possibly half the others are at useful employment. What the remaining thousands are doing may be judged from the occupation of the swarms of children to be seen roaming the streets of our cities and villages. According to official reports, more than half a million of the children of the state are every day out of school.

The superintendent of the schools of this city states in his last report that the whole number of children taught in our public schools, during 1866, was over two hundred and twenty-two thousand; the average attendance was less than ninety-two thousand. One hundred and thirty thousand nominal pupils were thus constantly absent from school. New Jersey reports nearly two hundred thousand children of school age. Allowing twenty-five per cent of the number for those attending private schools, there remain one hundred and fifty thousand who ought to be in daily attendance at the public schools. More than

one-fourth of this number did not enter a school during the past year; quite as many attended only three months; about the same number were in school half the time; while less than a quarter were in attendance the entire school year.

These are no exceptional cases. Wherever we look, except in some portions of New England, the condition of affairs is bad, and generally worse.

In Wisconsin, according to Superintendent McMynn, half the children registered during the year are daily absent from school; while more than thirty thousand are receiving no instruction whatever.

The late census of Philadelphia shows that twenty thousand of the children of that city are neither attending school nor engaged at any useful employment. In Chicago, out of forty-five thousand children of school age, only about twenty-five thousand are enrolled in the public schools. After making the most liberal allowance for pupils attending private schools, there are left thousands whose education must be entirely neglected. With over twenty-five thousand nominal pupils, the city provides seats for but fourteen thousand; yet the schools are not full; the average attendance daily being less than one-third of the entire school population. This would seem bad enough, but it is not all. More than a third of those who are present on any given day are in school less than nine weeks of the year; and of the remaining fraction, only about one-fifth are in attendance the year round.

Is it to be wondered at that with so many neglected children the list of juvenile criminals should be steadily increasing? These multitudes of children who are growing up in ignorance, are chiefly of foreign parentage; their home training for the most part is anything but virtuous; and yet in a few years they will stand at the polls the political equals of the most intelligent. Our people cannot afford to overlook these facts; and though it is pleasant to contemplate what M. de Laveleye justly calls "the unprecedented results" of our school system, we must not shut our eyes to the fact, that the work done, great though it be, is not half of what should be done.—*Am. Ed. Monthly.*

By using delicate gold electroscopes, indications of statical electricity have been obtained from living blood, nerve-tissues and muscular fibre.

A May-Day Welcome—The May Queen's Speech.

Friends, parents, and children—merry welcome to all!
My rule is supreme in this beautiful hall;
The happiest queen that reigns under the sun,
I command you to join in the frolic and fun!

Dear subjects, from lessons I set you all free,
Neither schoolma'm or master dare contradict me;
And puzzling committee-men, sober and glum,
Within my dominions will never dare come.

Brave boys! from the school-room I turn you all out
To grass, like young calves, to cut capers about;
Sweet girls! you may romp till each sunburnt cheek glows
With a color that vies with the red of the rose.

My books are the fields and the beautiful flowers,
My play-grounds, the hillsides, my school-rooms, the bowers;
The birds, my musicians; my harps, the green trees;
My scholars may laugh and play, just as they please.

Ye mathematicians! no longer perplex
Your heads over uncertain values of X;
Leave your slates and your pencils, your blackboards and chalk,
And find out the worth of nonsensical talk.

Ye "old folks!" just think of your merry May-days,
When you, handsome boys, joined the girls in their plays,
When plump little maidens, with coquettish arts
And sweetest of glances, tormented your hearts!

Dear fathers and mothers! were not you once young?
The sweet songs of youth were they not by you sung?
Hearts still are the same as in good days of old,
And the same pleasant story forever is told!

The girls meet you here with sweetest of glances,
The toes of the boys ache to join in the dances.
And mothers! if you do not join with us too,
I'll tell the old tale of our fathers and you!

So, young folks and old folks, join all in the fun,
The dancers are waiting, the talking is done;
And if there's a single sour fault-finder here,
We'll send him home with a flea in his ear.

COMMON SCHOOL READINGS.

THE MOTHER'S INFLUENCE.—Children require affection. If they do not get it from their parents they will get it elsewhere. And would a parent trust a child's affection to strangers? Thus we see the importance of parental affection. Secure the love of your child, and you secure his attention; then you can mould him, but not other-

wise. If the rude society of the street, of promiscuous children attract him—if here he finds his greatest pleasure, he will there find the means of his education; and this early education, the principles then implanted, will never be effaced. He will be good or bad, according to these early impressions; and he will be influenced by them; he must, from necessity; that inquisitive mind of his must gather, and grow on what it gathers. It is important, then, to see that he gathers from the right source. There is no source like that of the parental fount; no one will so take his interest to heart as the parent; and with this advantage the mother may mould her child as she wishes. There are exceptions, but the truth holds good in general.—*Herald of Health.*

Home from School.

BY LUELLA CLARK.

Home from the school when the day is done,
Its trials ended, its triumphs won;
  Home by the warning western light,
  Where the hearts are warm and the hearth is bright.

Home, down the cozy street, crisp with snow,
What does it matter if the bleak winds blow?
  What does it matter when love and cheer,
  And warmth of summer are waiting so near?

What matters it now that lessons were long,
And puzzling problems come always wrong,
  Since, at last, all are righted, all lessons said,
  Though with weary eye and aching head?

Then home to the hearthstone shining bright,
Home to the rest of the kindly night;
  Home to the love that, early and late,
  To cheer and to strengthen you always doth wait.

So we workers all, down the pathway of life,
Turn home from the mist of the toiling and strife;
  Home from our work and our wanderings turn,
  When the love-lighted fires of our childhood burn.

So too, shall we all, when life is done,
All its strivings over, its triumphs won,
  While the shadows fall thick on this earthly shore,
  Go home through the twilight to wander no more.

OUR SCHOOL DAY VISITOR.

Whipping in Schools.

(From an Ohio Exchange.)

The decision of Judge Warren of the Police Court, that Corporal punishment in Schools is contrary to the laws of Ohio, has provoked a number of communications upon the subject, which have appeared in the columns of our cotemporaries. We have also received several letters, a few of which we publish to-day. They go to show that the subject is widely agitated.

FROM A NUMEROUS MOTHER.

EDITOR TIMES: They are raising a nice rumpus about spankin' the brats as goes to school. Now, I've got nine of 'em and they all need walloping every blessed day. If I tried to do justice by them, it would keep me busy doing that and nothing else. So I sends 'em to school where I know, if the teacher does what a teacher ought to do, they'll get their deserts. It takes a heap of trouble off my hands.—You don't know what a relief to know that your children are havin' their jackets well tanned as they deserve, when you havent time to do it yourself. For instance my Sam, a spiteful little brat, smashes the water pail all over his brother Pete's head. I am busy doin' my washing, both hands in the suds, consequently can't give him what he deserves. How soothin' it is to feel that he is getting his reward of merit of the school teacher, at regular intervals during the day. And would you deprive us of that heavenly consolation.

If they are goin' to 'bolish lickin' youngunns in school I'm just goin to take mine out, and that is all there is to that. I have read somewhere that the chief end of man was to be happy, but I think the chief end of a boy is to be spanked, and I am in favor of the teacher who spanks the most. Education is very well, but wallopin' is what a boy wants to deve lop his faculties and wake up his idees generally.

It don't do to let boys off without a whippin when they've been doing wrong. It might answer in the case of George Washington, though I've always thought George's father set a bad example in not tannin' his skin when he tommyhawked that cherry tree; but all boys don't make General Washingtons; not General Washingtionally speakin'.

There is a good deal of feelin' on this subject in my neighborhood. Of course there is a diversity of opinion about it. Several old maids

are horrified about younguns bein' licked, but every mother of a large family of boys, who are continually entitlin' themselves to lickings, which a press of other duties obliges her to postpone, wants them licked as often as possible while pursoon' their daily studies. I can always tell wehen the teacher has failed to do his duty by my boys, when he has neglected, as it were, the welfare of their respective jackets. They complain of their vittels, sass their dad, swagger round the house with their hats on, holler "what" when I ask them a question, pinch the cat's tail, snicker when the blesin' is being asked, play ball in the parlor, and demand swoller-tailed coats; but when the teacher has walloped them according to their daily need, how different the pictur. They's as meek and humble as any other poor relashins you got on hand; they says "yes mom;" they hangs up their hats on the proper pegs; they are respectful at the table, and they'll take a piece of bread and butter and go off to bed at once, without a murmur.

I tell you, our schools wouldn't be worth a postage stamp that had been used twice, without the wallopin' branch was kept up. I'm in favor of examinin' every teacher's muscle before hiring him—refuse all that are weak in the arms, and discharge them as don't use them vigorously.—In that way our schools will be worth something to us, and our children grow to be a blessin' and comfort.

A NUMEROUS MOTHER.

FROM A BAD LITTLE BOY

MISTER EDITOR, ime a badd littul boy. i rather like bein a badd boy, it's more fun. I kin lick enny good littul boy of my sighs and wait. ef youve got one send him on. i hear that there is tauk of doin away with lickin in the skools—ime agin it, skool woodent be a skool wurth a cent if they dident wale us any moer, its fun to see um skip, and hear em holler, mi! id git a lickin enny day to see the others ketch it.

Wot fun would ther be in runnin awa from skool ef you wasent goin to get likt for it i want to no. its the expectashun of the lickin that maix ½ the pleasure. i no a boy as gows to skool where they stopt lickins, he used to run awa and ack wus nor i do b4 that; now wot is he? a wuthless Sunny skooler, and he dont chaw 2backer nuther i lok on im with kontemp. i say, go on a lickin of us. its wot maix us smart. Sum teachers koodent make us smart enny other wa.

A BADD LITTLE BOY.

FROM A BIG BOY.

I'm one of the big boys in our school. There can't any boy throw me in a square holt; and once I had hold of our teacher just for fun —we didn't rassel for keeps—and I floped him fair and square. Now he has been in the habit of whaling us boys every day. I've stood it so far, cause I sposed it was all right. I've hurd father tell how he used to get licked at school, and I think I can stand anything the old man could when he was a boy. But it is played out—do you hear? I aint going to stand it any longer. *It aint constitutional.* Besides that I'm going to lick him for what he has done. I'm mad at myself too. Here I am big enough to take the teacher down like hard drink, standing up and taking a whaling like an old sarpent, and he no right to do it, nuther. But I'll fix him, I'm going to ask him to stay after school is dismissed, and then I'll take it out of him. I'll pay him for lickings I've taken so patiently from him. The law is on my side and I know my rights.

Yours, judicially, BIG BOY.

FROM "US GIRLS."

EDITOR TIMES: Us girls would like to have a hearing in this matter of punishment in schools. We don't wish to have it done away with altogether. We know the boys need it, and ought to have it; and relieves the monotony of school life to see them catch it. They are apt to put on too many airs when they don't get whipped regularly by the teacher. We are willing to be punished a little too. We respectfully suggest, however, that the punishment be confined to being made to sit with the boys, allowing us to pick out the boys.

Very respectfully
US GIRLS.

FROM AN OLD MAID.

I am glad that whipping in school is unlawful, and that Judge Warren has so decided. The Judge was always a very decided man. How my heart has bled for the poor innocents when I have passed by a school and heard the scholars all crying out with one voice, as loud as they could screech, being tortured by their teachers. I couldn't stand it one day, and I went to the door and called a teacher out. I asked him why they *would* torture those poor children every day about that hour. What do you suppose that hardened and unprincipled wretch

said? Why he said the "children were singing!" Why, I never! The shameful duplicity of that man was so great that I went away without saying a word.

I know from the sounds that I hear proceeding from our school houses every day, that the most frightful tortures are practiced upon those innocent lambs by the teacher. Teaching the young ideas how to shoot, indeed! Learning them how to yell and howl more like. If I had a child—which, thank heaven I hav'nt got, and what's more, don't want none—it should grow up as ignorant as a City Council man, before I would send it to school to be tortured. I've always known it wasn't constitutional. No child's constitution could stand it.

Yours for the Constitution.

OLD MAID

(And I don't care who knows it.)

News Boys Lodging House.

AMONG the most successful and effective of the practical charities of New York is the News-boys' Lodging House over the *Sun* office in Fulton Street. It was established by the Childrens' Aid Society of New York in 1864, and the present plain but neat and well ventilated rooms were rented. The object of the institution is to reach homeless and friendless boys, who would otherwise continue to be street vagrants, and to rescue them from the perils of vice and the sufferings of poverty. Our engraving on pages 312 and 313 illustrate at once the features of this noble charity and the career of the news-boys. Through the attractions of the home thus provided for them they are led from the vicious haunts at places of amusements, and rescued from exposed places where they wait for the papers which they sell, to more agreeable and useful amusements and warmer and healthier beds. On entering the lodging house, the boys—news boys, boot-blacks, baggage-carriers, and all such are admitted—are required to wash themselves and have their hair cut, if it requires trimming. The meal to which each is then conducted costs four cents, and his bed five cents more. Admission to the gymnasium, evening-school, Sunday evening religious meeting, and the library is free. The gymnasium has proved a most valuable competitor with the places of low and vile amusement, and is

greatly enjoyed by the boys. The Superintendent, Mr. C. O'Connor, says that "the best influence in the institution is that exerted by the Sunday evening religious meeting, a voluntary gathering of orphans and street children to listen to simple religious truth." The same officer tells us that the library books are read and re-read by the boys, and the lecture room is filled four nights of each week with a good number intent upon gaining knowledge in the elementary branches of a common-school education. The library, being composed of odd volumes contributed by various friends, is naturally much mixed in character, embracing every variety of books from Holy Writ to Patent Office Reports. The boys are evidently very fond of books of adventure, for dozens of copies of "Robinson Crusoe" and similar works of adventure have been literally "thumbed" to pieces. All persons having an excess of books of narrative and adventure for juvenile readers can make wise disposal of them by sending them to the News-boy's Library, at No. 128 Fulton Street.

Among other curious features of the institution is the "Savings-Bank," in which the boys deposit their pence for safe keeping. Many of the statistics of the House are very curious and interesting. Last year 8192 boys were lodged; about one-half were natives of this country, the remainder were born abroad—3009 of them in Ireland. Nearly one-fifth were under 11 years of age; the greatest proportion of the rest were aged from twelve to fifteen. Out of the total number, over four-fifths could read and write. Five-sevenths of them were orphans or half-orphans. Of these 8192 children 707 were without employment, and were provided by the society with homes in the West. Of the 1362 having parents living 719 were truant or lost children, who were returned to their relatives. The "Savings Bank" resulted in saving for 542 boys the nice sum of $2,121.76. The 8192 boys thus lodged contributed $2,718.79, in the shape of payments for meals and lodgings, to the support of the institution. In 1862, $10 was given by Mr. Benjamin J. Hawland, one of the trustees of the Children's Aid Society, as a fund from which to loan small sums to needy boys; additions were made to it from time to time, and in 1866 the "Howland Fund" amounted to $30. From this sum loans were made that year to the amount of $156,35, from which the borrowers realized $368.51. The police records for the same year state the en-

couraging fact that only eight boys of this lodging-house were arrested for crime or disorderly conduct. The lodging house has been in operation for thirteen years. During that time 48,910 boys have been cared for, and 3751 have been returned to their friends, at a total cost of $53,815.64, of which the boys paid $14,739,74, making the net cost just *eighty cents per year for each boy.* During those years the boys saved in their savings bank $14, 501.70. Renewed efforts are making to extend the operations of this charity, and render the house even more attractive than it now is to the boys whom it receives; and hopes are yet entertained of building a larger and more complete lodging house adequate to the accommodation of thousands instead of only hundreds of these "waifs of the metropolis."—*Harper's Weekly.*

Co-Education of the Sexes.

The co-education of the sexes is a characteristic feature of our American common-school system, in contradistinction to the European system of national schools. Every where in the United States, except in a few of the largest cities, the boys and girls are educated together in the public schools. What is the result? Are we ready to admit that in France, where boys and girls are educated apart, the standard of morality is higher than with us? Are wives and daughters purer and truer? Is woman more respected there than with us? We are no believers either in the celibacy of the clergy or the separate education of the sexes. We were born and bred in that benighted corner of the Union where common schools were first established, where they have since been nurtured and sustained, and where men and women have been taught to think for themselves. Our pleasantest memories of school-days are associated with the bright-eyed little girls who came to school on summer mornings, bringing May flowers, and lilacs, and peonies and pinks in their hands. We loved some of those pretty girls with all the fullness of boyish feeling. We have never forgotten them, and never expect to forget them. God made them beautiful, like spring violets, and gave us hearts to love them; no body ever informed us it was dangerous to play with them, to ramble with them round the pastures after flowers and strawberries. No impure thought ever sullied our affection for them, for no moral reformers had ever

poisoned our minds with the notion that boys and girls are innately vicious. Bare-foot farmer-boys were all of us, with tanned faces and hands used to toil; the farmers' girls, red-cheeked, barefoot, too, and dressed in homespun, taught us our first lessons of faith in the purity and nobleness of womanhood. They were our best teachers. They made the old school-house pleasant with the sunlight of their faces, and merry with their ringing laughter. They softened our rough natures. We chose the girls we liked the best at the spelling-matches, and never were the worse for it. We hauled the girls on sleds in winter-time, and slid on the ice together, and none of us ever thought of evil. Some of us even fell in love, and had dim notions, in sentimental moments, that away in the future we should marry some one of these favorite girls; but the fancies were never realized, and they never did us any harm. School-master and school-mistress are forgotten; the old school-house is in ruins. Two of the boys who sat with us in school, after life's fitful fever, rest in peace in this land where they found graves instead of gold. We turn with vain longings to the home scenes which we never expect to revisit. The girls are all married; our hair is turning gray; but we look back upon the past, and feel devoutly thankful that our fathers, and mothers, and teachers, had common sense enough to believe in letting boys and girls go to school together.—[*Hon. John Swett, in California Teacher.*

Preventing Communication Among Scholars In School.

Testimony of Teachers at the Sauk County Institute, held last April.

Miss Clara Stone—Called the roll at night. If they had not whispered, the scholars reported "Correct," otherwise "Incorrect."

Miss Hulburt—Had used the same method sometimes, but had used different methods in different schools; and had offered prizes.

Miss Brown—Had punished some scholars to correct the practice of whispering; had also offered prizes, and had used the self-reporting system.

Miss Dresser—Used the same methods spoken of by Miss Stone.

Miss Mary Flanders—Had adopted the same method; had sometimes punished; had made reports at stated times to the parents.

Miss Westenhaver—Had kept a record of recitations and deportment in the same way, sending in a report to the parents once a month, and sometimes punishing, according to her judgement of the necessity.

Miss Spencer—Had also used the self-reporting system, and prizes.

Mr. Herman Saare—Had told the scholars what he wanted of them, had explained the impropriety of communications; never used prizes nor the self-reporting system; but had punished the disorderly.

Miss Sanford—Had used the self-reporting system; found it to succeed pretty well generally; where it had failed, had resorted to punishing.

Misses Plummer, Nelson and Ryder—Were understood to say they had pursued a like course.

Miss Warner—Had never tried any other way than the self-reporting system.

Miss Brailey—Used that method also.

Miss Odell—Had used both prizes and self-reporting.

Miss Kellogg—Had used both of these methods.

Miss Shaw—Had used the same system; had kept small scholars separate; had let them out of doors to rest and talk; had kept larger ones too busy to have time or desire to converse. In using the self-reporting system, great care had to be taken to impress the love of truth on the scholar; had always been able to secure truth with self-reporting; confidence in a scholar led to truth.

Miss Lamport—Had used self-reporting, making out for the parents a written statement once a weak, and had also used prizes

Mr. Lent—Had never attempted to suppress whispering entirely; had used the various methods already stated; thought the love of a high character had the most, and the best influence, when judiciously kept before the scholars.

Miss Dennis—Kept the scholars so busy they did not have time to communicate; used self-reporting and insisted they should be perfect; gave lessons to the older scholars or those more advanced, so they would be kept busy.

Miss McGinns—Kept a record of conduct, of orderly or good; gave the scholars credit marks accordingly; it did not always work, however, and in case it failed, resorted to punishment in different ways. Liked the plan of reporting monthly, but in a large school it required

too much time. It would do in very good schools, where the scholars would not take the advantage of it, not to forbid communication entirely.

COMFORTABLE SEATS. — Mr. McMynn, State Superintendent, thought much depended on having the scholars seated comfortably. During the discussion he had been very uncomfortably seated on a hard bench, and had with great difficulty restrained himself from whispering. How, then, could we expect it from scholars in the same situation. We ask more of them than he ever saw a County Teachers' Institute or Association accomplish. Could we suppose their power of self-control greater than ours?

VENTILATION. — Much also depends on good ventilation. The scholars must have food for the lungs or nature would revolt. Give the scholars what belongs to them before we undertake to exact from them anything in return.

REST.—In primary schools, and with small scholars, constant attention must be paid to the necessities of the little ones. They must often, very often, be relieved from fatigue. After all, small scholars cannot always use self-control; it is asking too much of them.

But with more advanced scholars, not only whispering, but all communication can be suppressed, if the teacher is an orderly, quiet, industrious and energetic person.

We must not allow the impression to be made that whispering cannot be cured. It is the easiest thing in the world to suppress it by substituting signs. But further than this, he desired to say, that no communication should be allowed. In this it is not a difficult matter to succeed; it presupposes a little ingenuity on the part of the teacher; it is a contest, wherein the weaker goes down, sometimes it is the teacher.

Whispering is an effect. Remove the cause and the occasion; see that scholars do not sit side by side where they pursue the same study, nor those on intimate terms of friendship, unless models of good deportment. See to good ventilation, insist upon it. Teachers and school officers are responsible for good seats. Often the teacher is silent on the subject; does not make even an effort to enlighten public sentiment. It is the especial duty of the teacher to labor to bring public opinion up to a just and correct standard of thinking and action, even if no change can be made during the term of employment,

for the teacher should be a pioneer, a missionary, and owes a duty to the cause at large.

In the same direction of thought was the idea of keeping scholars employed. Idleness and want of sufficient interest were among the fruitful causes of restlessness. That was a fine sentiment by one of the teachers that the larger scholars had not time to communicate.

PRIZES.—He thought teachers would find that prizes would only give a sort of surface cure for the evil.

SELF-REPORTING.—He cautioned teachers about resorting to it; it was not usually safe in mixed common schools.

CROSS EXAMINATION. — On being more particularly questioned afterwards, Mr. McMynn said to the teachers that quite possibly, with due care, self-reporting might be used at an early period, and help to educate up to a greater love of truth and to that advanced state of feeling and practice necessary to success.

ANOTHER VALUABLE MODE.—Mr. McMynn suggested that instead of answering "Correct" or otherwise at roll call, it would be well to let the pupils state in writing how many times they have communicated and the cause. The effect would soon be, if managed judiciously, that these reports would change to, "We have the pleasure of saying we have not communicated to-day—not this week—not this month."

CHOICE OF SEATS.—In the Chicago Public Schools the marking or grade of character decides the choice of seats; a very good way.

AMERICAN WOMEN.—"What do you say, now, to our ladies?" said to me a bluff Yankee, as we sat last night under the verandah, here at the hotel at Saratoga. "Charming," of course, I answered, "pale, delicate, bewitching; dashing, too, and radiant." "Hoo!" cried he, putting up his hands, "they are just not worth a damn. They can't walk, they can't ride, they can't nurse."—"Ah, you have no wife," said I, in a soothing tone. "A wife!" he shouted; "I should kill her."—"With kindness?"—"Ugh!" he answered, "with a poker. Look at those chitts here, dawdling by the fountain. What are they doing now; what have they done all day? Fed and dressed. They have changed their clothes three times, and had their hair washed, combed and curled three times. That is their life. Have they been

out for a walk, for a ride? Have they read a book, have they sewed a seam? Not a bit of it. How do your ladies spend their time? They put on good boots, tuck up their skirts, and hark away through the country lanes. I was in Hampshire once; my host was a duke; his wife was out before breakfast with clogs on her feet and roses on her cheeks; she rode to the hunt; she walked to the copse; a ditch would not frighten her; a hedge would not turn her back. Why, our women, poor, pale——."—"Come," I said, "they are very lovely." —"Ugh!" said the saucy fellow, "they have no bone, no fibre, no juice; they have only nerves; but what can you expect? They eat pearlash for bread; they drink ice-water for wine; they wear tight stays, thin shoes, and barrel skirts. Such things are not fit to live; and, thank God, in a hundred years, not one of their descendants will be left alive."—*Dixon's New America.*

WHAT EDUCATION CAN DO.—Why is it that towns in New England, seemingly alike, so often yield such different contributions of talent and activity to the state? Why is it that from some one secluded and unpretending village there have not unfrequently gone forth in a single generaiion a surprising number of powerful and useful minds? Search into its history, and you will find that at some time the public spirit, either of the community or of individuals, has there provided superior means of education for the young, and so developed talent which else had slumbered in neglect. There was a spirit in advance of the age, and it is rewarded by furnishing to the age its leaders. I could point you to a small town in Massachusetts, which thirty years ago was little more than an agricultural village. A single individual, of limited means, but of large views, made that place his residence. He interested himself at once in the cause of education in that town. He lectured on the subject. He reached the good sense of the people. They united to establish an academy of the first order. The town rapidly advanced in consideration. It became the resort of scholars from a wide circle of country around. It was soon prized as a place of residence, and in twenty years the property of the town has increased six fold. The academy has since grown into a college, and is educating hundreds of the choicest minds of the state. How much

will that town have reason for ever to rejoice in the interest taken by Noah Webster in its educational concerns!—*Wm. A. Goodrich.*

CORPORAL PUNISHMENT IN OHIO.—A "Parent" in the Zanesville (O.) *Courier* gives somes of the results of the non-whipping system of the school board in that place:—1. That order and scholarship have deteriorated more than twety-five per cent. under the board's new-fangled experiment. So say a large majority of the teachers, and so say a majority of the parents. 2. It has caused a considerable number of the children to be turned out of the school. Those children mostly belong to the class for whom "free schools" were created. Any boy who prefers playing in the streets to going to school, has only to take advantage of this beautiful "rule," and get dismissed from the school.

One of our old and honorable citizens informs me that his business for many years has required him almost daily to meet the pupils of one of the ward schools as they leave the school rooms, noons and evenings, and that until within a few months past he was never treated uncivilly by them. They have now become so impudent and so rude to him that he avoids as much as possible meeting them. A fews days since he threatened to report them to their teachers for their rudeness, and was answered by, "D—n the teachers; they don't dare to touch us."

THE DISTRICT SYSTEM.—The town of Haverhill, according to its last annual report, has fifteen schools exclusive of its high School. Eleven of these have had, during the past year, an average attendance of *nineteen* pupils (the lowest being *eight*), and four an average attendance of forty. The Winchester Committee, on the other hand, speak of their agreeable surprise at finding every quarter of the town so promptly appreciating the advantages of a new Central Grammar School, and that instead of two or three years being required to de nonstrate its advantages, pupils began to come immediately from the remotest districts.—*Mass. Teacher.*

—The first time Jerrold saw a celebrated song writer, the la ter said to him: "Youngster, have you sufficient confidence in me to lend me a guinea?" "Oh yes," said Jerrold, "I have all the confidence but haven't the guinea."

Proceedings of the Regents of the State University.

The Board of Regents of the State University met on Saturday, June 22d, and concluded its session on Tuesday, the 25th. The following is a report of its action, so far as of general interest:

Regents McMynn, Thorp, Smith, Hinckley, Van Slyke, Hamilton, Sanders, Cover, Fallows, Parkinson and Hobart were present. Communications were read from Alumni and students of the University and prominent citizens, deprecating an entire change of the Faculty, and also particularly requesting the retention of Professor Sterling.—A communication signed by a number of prominent German citizens were also presented, urging that Prof. Fuchs be retained. The report of the committee appointed to procure a President of the University was submitted, and in accordance with its recommendation, Prof. Paul A. Chadbourne was elected President by a unanimous vote. It was resolved to pay him $3,000 a year, and that the late residence of Prof. Read on the University grounds be appropriated as the President's House, and its use given to him without charge. Prof. Chadbourne appeared and accepted his election, and in the course of the day presented a list of Departments of the University to carry out the plan of reorganization. There was considerable discussion in regard to the retention of the old Faculty or any portion of it, based on the report of the special committee.

On the 24th the by-laws were taken up, amended and adopted, and the arrangement of studies left to the President and Faculty.

On the 25th, Regents Hamilton, Hobart and McMynn were appointed to act in conjunction with President Chadbourne on the subject of the proposed system of National Military Education, and to meet such officer as the War Department may detail to visit and consult with the officers of the University.

The report of the special committees, consisting of Regents Van Slyke, Hobart, McMynn, Sanderson and Hamilton, appointed on the 25th of April to employ a President and make necessary arrangements for the proper reorganization of the University that they deemed it inexpedient to re-elect the present Faculty of the University, and that the

members thereof had been notified that their terms of service would expire on the 30th of June, was endorsed by the adoption of the following resolution, offered by Regent Hamilton:

RESOLVED, That this Board of Regents adopt the recommendation contained in the report of the special committee, and decline to re-elect at this time any member of the present Faculty, and that President Chadbourne be requested to present names for a new Faculty at as an early day as possible.

After some other proceedings of little importance, Prest. Chadbourne appeared and recommended the names of those subsequently elected as members of the Faculty. The Board then proceeded to the election of W. F. Allen Professor of Ancient Languages and History, J. B. Parkinson Professor of Mathematics and Principal of the Preparatory Department, both receiving 12 votes; Samuel Fallows as Professor of Rhetoric and Director of the Normal Department, he receiving 10 votes with 2 blank.

The following resolution was then adopted:

RESOLVED, That Chadbourne be and is hereby authorized to employ temporarily such help in the instructional department as he may deem proper and necessary, and such help as professors and instructors shall be paid in accordance with the by-laws now in force. The salaries of professors so employed shall commence from the time of their employment.

Prof. J. B. Parkinson was elected University Librarian. The report of Prof. Butler as Secretary of the Faculty, recommending degrees to be conferred, was read, and the degrees voted. On motion of Mr. Fallows, the degree of A. M. was voted to Hayden K. Smith; of the Milwaukee *Sentinel.*

The following resolution, introduced by Regent Cover, was referred to a committee consisting of Regents Cover, McMynn and Hinckley, and subsequently reported back and adopted:

WHEREAS, In view of going before the people with the University and letting them know of the reorganization with new men almost entire, and to a large extent new ways for securing the helps of science and knowledge, we do hereby

RESOLVE, That the President of the University, and Regents McMynn and VanSlyke, be a special committee to employ some competent man to travel as agent, and to visit the several counties of the State for the following purposes: To lecture among the people on the subject of education, so enlarging his range as to represent and especially set forth to the people, and their sons and daughters, the hitherto unknown advantages of the Wisconsin University, for economy, and the facilities of learning; advertise among the people, widely and intelligently, such advantages, with the terms and conditions; encourage teachers, county superintendents, clergymen and citizens, to speak and act as friends of the University, and to labor faithfully for building up the University in the minds of the people; represent, also, the Agricultural College and Departments of Industry and Mechanical Science, among the people, and ask their co-operation by sending up their sons for students; be in-

dustrious in the collection of rare, curious and useful articles of Natural History—mineral, vegetable and animal, fossil, mediæval and living—for the University cabinet; make monthly reports to the President, and all important things to be laid before the Regents at their meeting.

Said committee may, if they see fit, and think best, go in jointly with the Board of Normal School Regents in supporting such an agent, but shall endeavor to have such an agent fully represent the University as above, PROVIDED, that not to exceed $750 be used of the income of the University Fund for supporting said agent.

On motion of Regent Cover, "Regents, Fallows, Parkinson and Smith were appointed a committee to draft complimentary resolutions expressing the sense of regret felt by this board at the severing of the connection of the old faculty with the university." They subsequently reported the following resolutions which were adopted unanimously:

WHEREAS, the connection of the former professors with the University of Wisconsin is dissolved by its reorganization,

RESOLVED. that we recognize the faithful services rendered by the professors to the university in its past history, and appreciate their struggles and labors in endeavoring to build it up.

RESOLVED, that we express our profound regret for the necessity which takes them away from the university, and we would hereby assure them of our continued well wishes for their prosperity in the fields of labor to which they may be called.

On motion of Regent Cover, suitable grounds from the experimental farm, not to exceed five acres, were appropriated for the use of the State Horticultural Society for experiment and improvement in horticulture, the location and terms to be arranged between the executive committee and the society, provided it shall be without expense to the university.

The following resolution, offered by Regent McMynn, was adopted:

RESOLVED, That, in the opinion of this Board, the educational interests of this state demand that better provisions be made in the State University for the education of women, and this involves the erection of an additional and suitable building, and that this Board will ask the next Legislature of the state to provide such building, by making an appropriation therefor.

After the allowance of a few bills, and the transaction of some other unimportant business, the Board adjourned.

WISCONSIN FEMALE COLLEGE.—This College, located at Fox Lake Wis., is in a flourishing condition. From the catalogue we learn that there are 118 students in attendance, classified as follows: Seniors, 2; Middle Class, 5; Junior Class, 4; Senior Preparatory, 16; Junior Preparatory, 91. The Anniversary occurs July 10th. Fall term begins September 5th. Board, tuition and fuel, $4,25 per week for scholars attending by the term.

Editorial Miscellany.

WE purposely postpone the issue of this number of the *Journal*, as we do not design issuing another before the State Teachers' Association which will be held in La Crosse on the 23–25 of July. With this number closes the volume. We wish to know what the teachers will do before we begin another volume. A committee was appointed at the last session of the Association to report on the practicability of publishing a weekly Educational Bulletin. We shall wait to see what report they will make and what action the Association will take on the report.

The JOURNAL has fallen far short of what we designed it should be at the commencement of the year, but we have spent as much time and money on it as the patronage would warrant. Our advertising patronage has been good, far better than we anticipated. The support which we looked for from the teachers has not been as good as we anticipated. Many of the County Superintendents, who have years gone by been very efficient workers for the JOURNAL have done nothing for us, we suppose because the Teachers' Association refused to make itself responsible for its publication. Those who have assisted us by deeds and words of encouragement have our most sincere thanks. If the Association does not undertake the publication of an educational journal we propose to go on and trust that in time we may have a patronage from teachers of the state that shall excel that of any other journal in the Union.

STATE TEACHERS ASSOCIATION.—The 15th annual meeting of the Association will be held in La Crosse July 23–25. The President will be present and under his management we may count on a good and profitable session. The location is a very favorable one. Being on the Mississippi it will afford the teachers an opportunity of looking upon the "Father of waters" for the first time. A trip to St. Paul and Minneapolis is also contemplated, and we speak knowingly when we

say that a more pleasant journey could not be easily taken. From what we know of Com. Davidson, we do not doubt but that he will take the Association for half fare to St. Paul, which will make the round trip from La Crosse but $7.00. We "go in" for the excursion as well as every teacher with whom we have conversed on the subject.

We give below a list of the officers of the Association, nearly all of whom are at or about home. Mr. Parker we understand has gone to Europe.

President—O. M, Baker, Milwaukee.

Vice Presidents—J. T Lovewell, Prairie du Chien, Lucy E. Foote, Spring Prairie, R. A. Burritt, Manitowoc.

Secretary—Warren D. Parker, Monroe.

Treasurer—Arthur Everett, Oshkosh.

Executive Committee—Alexander Kerr, Beloit, S. D. Gaylord, Sheboygan, A. J. Craig, Madison, F. C. Pomeroy, Milwaukee, I. N. Cundall, Rosendale.

New President of the State University

Prof. Paul A. Chadbourne, late president of the Massachusetts Agricultural College, has received the appointment of President of the State University and accepted it. He received the same appointment one year ago, but for some reason he declined. We surmise that the reasons of his declination were that his powers were too limited, that he wished to reorganize the University but the authority was denied him. Now, we learn that the present faculty have been notified that their places must be vacant at the end of the year. Such a wholesale dismissal can but work great injury unless the greater portion of this faculty be retained, for each of them has his many friends. The confidence of the Board of Regents in Prof. Chadbourne must be very great to give him the power to make his Faculty. Prof. Chadbourne, we trust, will give new life to our State University, for with the right man at the helm we see no reason why it should not rival that of our sister state, Michigan.

WISCONSIN TEACHERS' ASSOCIATION.—The following is the programme agreed upon for the fifteenth annual session of the Wisconsin Teachers' Association, to be held at La Crosse, from the 23d to the 25th inst.

Tuesday evening, July 23d—6:30.—Address of welcome, by the mayor of La Crosse. 7:45—Lecture—Educational Falacies, Hon. Arthur McArthur, Milwaukee.

Wednesday morning—9:00 President's address; 10:00, reports of standing committees; 10:45, recess; 11:45, a paper—Natural History, E. F. Hobart, Beloit; 11:45 discusssion.

Wednesday afternoon—2:00, business; 3:00, discussion—School Attendance; 3:45, recess; 4:15, class lecture, Hon. J. M. Gregory, Kalamazoo, Mich.

Wednesday evening—7:30, lecture, Hon. J. L. Pickard, Chicago.

Thursday morning—9:00, A paper—The primary school, O. R. Smith, Janesville; 9:30 Institute exercises, object teaching, C. H. Allen, Platteville; 10:00, Essay—A review of education in the state, W. C. Whitford, Milton; 10:45, recess; 11:15, Institute exercises, G. S. Albee, Kenosha; 11:45, a paper—Order of Arithmetic, Algebra and Geometry, R. M. Reynolds, Madison.

Thursday afternoon—2:00, Business; 3:00, discussion; 3:45, recess; 4:15, lecture—Education, Rev. S. Farrington, Janesville; 5:00, unfinished business.

At the close of the session there will be an excursion to Minneapolis and return in time for the train Monday the 29th.

MILTON COLLEGE.—At the last session of the Legislature, an act was passed incorporating the Milton College. Rev. William C Whitford, the sucessful principal of the former academy, is president of the college. The college is open to students of both sexes. The institution provides an academic as well as a collegiate course for students. From the catalogue just published we learn that it is in a flourishing condition, and counts a total of 355 students in regular attendance. Of these, 85 are in the college course, 30 of whom are ladies. The teacher's, business, and preparatory courses include 264 students, of whom 144 are males, and 129 females. The institution has a pleasant and healthfnl site, and is very convenient of access from all parts of the state, by railroad.

Local and General Intelligence.

MASSACHUSETTS has one hundred and forty-one "high schools."

CARROLL COLLEGE.—The closing exercises were held on Thursday evening, June 27th.

ALBION ACADEMY.—The anniversary exercises occurred June 15th to 27th. The next term opens August 27th, 1867.

—Gen. Fallows, of Milwaukee, has been appointed Professor of Rhetoric at the State University. He will also take charge of the Normal Department.

EVANSVILLE ANNIVERSARY.—The anniversary exercises took place on Tuesday, Wednesday, Thursday and Friday, June 25th, 26th, 27th and 28th. Rev. H. Colman, Principal, delivered the annual sermon.

A GOOD APPOINTMENT.—John B. Parkinson, Esq., of Fayette, has been appointed to the professorship of mathematics in the State University at Madison.

THE examinations of the classes in the Normal School at Platteville were held by the State Board of Examiners on Wednesday, Thursday and Friday, June 26th, 27th and 28th.

SCHOOL APPORTIONMENT.—The apportionment of the income of the school fund, now ready to be made to each town in the state, will amount to 47 cents a scholar, aggregating nearly $166,000. The amount is ten cents a scholar more than last year.

THE erection of the New Normal School Building, at Platteville, will be commenced immediately, under the general supervision of the contractor, Mr. H. Robbins. Mr. R will sub-let a principal portion of the work, and have the remainder done by the day.

MINNESOTA TEACHER.—Teachers of this young but vigorous state have shown their interest in the cause of education by starting an educational magazine. The first number of the *Teacher* has reached us and if its successors are as good as this it will deserve the support of every teacher in the state. We hope it will be well sustained.

ADDRESS BEFORE THE LITERARY SOCIETIES OF THE STATE UNIVERSITY.—Hon. I. N. Arnold, of Chicago, has accepted an invitation to deliver the annual address before the Literary Societies of the State University, at the approaching commencement. His subject is *Abraham Lincoln.*

THE thirty-eighth annual meeting of the American Institute of Instruction will be held in Boston, Mass., at the Tremont Temple, on the 31st of July and the 1st and 2d days of August, 1867.

The Board of Directors will meet at the Educational rooms, on 119 Washington Street, July 31st, at 11 o'clock, A. M. William E. Sheldon, President, George T. Littlefield, Secretary.

LAWRENCE UNIVERSITY.—The commencement exercises closed June 18th. Among the distinguished visitors at this commencement were Gov. Fairchild, Hon. Philetus Sawyer, M. C., and Gen. Fallows. The Governor presided at the distribution of prizes, and made a very characteristic and telling address to the young men of the University, impressing upon them the great importance of an education to fit them for the responsibilities of manhood, and for the duties of citizenship in a land like ours. Thirty young men have already joined the Freshman class for the coming year.

MINNESOTA.—The State Teachers' Association will be held at St. Paul, August 27th, 28th and 29th. Prof. W. F. Phelps of Winona is President. From the *Teacher* we learn that there are 29 teachers employed at St. Paul. The principal of the high school receives $1,100 salary; the male principals of Grammar Schools receive $1,000; the female teachers receive from $275 to $500. At Minneapolis the superintendent receives $3.000; principal of high school $1,300; teacher of music $1,000; female teachers from $350 to $1,000. Teachers employed 22. At Winona there are 14 teachers employed; the principal of High School receives $1,150 salary.

BELOIT COLLEGE.—The annual commencement of Beloit College will take place on Wednesday, July 10. The exercises connected with the occasion will be as follows:

The Baccalaureate sermon by the president on Sunday afternoon, July 7th.

An address before the Missionary Association, on Sunday evening, by Rev. H. M. Storris, D. D. of Cincinnati.

An oration before the Archæan Union, on Monday evening, by Prof. F. W. Fisk, of Chicago.

Prize speaking on Tuesday afternoon, after which the corner stone of the Memorial Hall will be laid, with several brief addresses and appropriate ceremonies.

On Tuesday evening an oration will be delivered before the Alumni by Dr. F. A. Lord, of the class of 1856, and a poem by Rev. W. Rose of the class of 1859.

The exercises of the graduating class will occupy the morning of Wednesday, commencing at 10 o'clock.

Candidates will be examined for admission to college classes on Monday and Tuesday.

CAN'T RUB IT OUT.—"Don't write there," said one to a lad who was writing with a diamond pin on a pane of glass in the window of a hotel. "Why?" said he. "Because you can't rub it out," was the reply. There are other things which men should not do, because they can't rub them out. A heart is aching for sympathy—a cold, perhaps a heartless word is spoken. The impression may be more durable than that of the diamond upon the glass. The impression on the glass may be destroyed by the fracture of the glass, but the impression on the heart may last for ever. On many a mind and many a heart sad inscriptions are deeply engraved, which no effort can erase. We should be careful what we write on the minds of others.—*Selected.*

OUT OF DANGER.—"Father," said a cobbler's boy, as he was pegging away at an old shoe, "they say that the trout bite now."—"Well, well," replied the old gentleman, "you stick to your work and they won't bite you!"

THE Commissioners of Charities and Correction report that there are in New York 30,000 children under twelve and over five years of age, who are withoct homes, and whose guardianship is such that they are utterly daprived of the advantages of school training

Book Notices, &c.

OUR YOUNG FOLKS, (*Ticknor & Fields, Publishers,*) for July, contains a beautiful engraving, and excellent selections for the young folks—and old ones, too, for that matter. Gail Hamilton and J. T. Trowbridge have shown themselves eminently qualified to produce the best child's magazine in the world.

ATLANTIC MONTHLY, for July, *Published by Ticknor & Fields, Boston, Massachusetts.*

This number contains the continuation of that excellent story, "Guardian Angel," and also articles from the pen of J. Russell Lowell, T. W. Higginson, James Parton, J. G. Whittier, and other popular writers.

THE HERALD OF HEALTH for July, beside its usual attractions, has a most elaborate article on the "Deaf and Dumb," referring particularly to the causes which produce this condition, and how they may be avoided; also what has been done and can be done to educate and ameliorate their condition. It will be found interesting and instructive to all classes of readers. The article was written by Dr. Harvey P. Peet, Principal of Deaf and Dumb Asylum, Washington Heights, New York. Few persons have had equal opportunities for observation. This monthly will be sent for $2 a year; 20 cents a number. Address Miller, Wood & Co., No. 15 Laight St., New York.

THE HISTORY OF A MOUTHFUL OF BREAD, and its Effect on the Organization of Men and Animals. *By Jean Mace, Translated from the French by Mrs. Alfred Gatty. Published by American News Co.,* 121 *Nassau Street, New York,*

This is a very popular work and has already reached the seventeenth edition. The simplicity of the style makes it interesting to the youthful mind and it can be readily understood by all. The quaint and droll illustrations will, though appearing simple, fix themselves indellibly in the mind of the reader. The different chapters are written in the form of essays to a young child, and by a perusal of this book the child may learn much of the human system that appears dry and meaningless in ost of _onr physiologies.

COMMENTARIES OF JULIUS CÆSAR on the Gallic war, *with explanatory notes by George Stuart. A. M. Profsssor of the Latin language in the Central High School of Philadelphia. Eldredge & Brother, Philadelphia; Speakman & Proctor No.* 6, *Custom House Place, Chicago.*

The text of the present edition of Cæsar is mainly that of Kraner, in the Tauchnitz edition of Latin Classics. The notes have been prepared with a very simple view: to give the student that amount and kind of assistance which are really necessary to render his study profitable; to remove difficulties greater than his strength and to direct him to the sources of information which are requisite to a thorough understanding of the author. Particular attention is given to the Subjunctive Mood and the Infinitive with the Accusative. References to Grammar and translations of the most difficult passages are given. The book is neatly bound, on good paper; type, large and clear; it also contains a good map.

THE CAMBRIDGE COURSE OF PHYSICS. Part First, Cohesion, Adhesion, Chemical affinty, Electricity *By W. J. Rolfe and J. A. Gillet, teachers in the High School, Cambridge, Mass. Boston. Crosby & Ainsworth.*

There has been wanted for a long time a book on Physics adapted to the School. About two years ago, one of the authors was appointed teacher of Physics in the Cambridge High School and finding the existing works on the subject entirely unsuited to schools of this grade he gave oral instruction to his pupils and found that they became more interested and made better progress. He has embodied his ideas in this work. We are well pleased with the book and think it cannot fail to interest all who study it. The book is printed on good paper, in large and clear type.

A NEW EDITION OF VIRGIL. — Edward Searing, A. M., Professor of the Greek and Latin languages in Milton College, has a new edition of Virgil nearly ready for publication. Its leading features are the following:

1. It will contain only the *first six books of the Æneid*—all that is read by the vast majority of students.
2. *A Dictionary*, very carefully constructed, showing the *quantity*,

etymology, and *radical, transferred and tropical meanings* of words, as found in the best general lexicons.

3. *Notes*, sufficiently copious for a full understanding of the author, but far less abundant than those of the editions now in common use. The grammatical references, however, are much more numerous than those of any other edition.

4. *Numerous illustrations*, small, but very carefully engraved, and of a higher order than those of any school edition now in use; these to be placed partly under the text, with the notes, and partly in the Dictionary.

5. A carefully engraved and colored *Map of the Mediterranean* and adjacent countries, prepared from Keipert, expressly for this edition.

6. *An Appendix*, containing Dr. S. H. Taylor's "Questions on the first thirty-three lines of the Æneid," a Metrical Index, and a few pages of explanations of the chief peculiarities of the poetical style.

7. The text to be a literal reprint of Jahn's German edition, with the exception of the division into paragraphs, which will be according to Ladewig,—the paragraphs in the latter being more numerous and more pleasing to the eye.

8. The mechanical execution of the volume to be of a very high and attractive character.

There is no doubt in our mind but that this edition will meet, at once, with universal favor. It has been a great objection to the study of Virgil that a dictionary was indispensable, and the poorer classes were unable to provide it. With this edition the objection is removed. In our own experience we have oftentimes been obliged to introduce some other Latin work in the place of Virgil, for the reason that the whole class could not purchase dictionaries. Prof. Searing has given a great many years to the study of Latin, and for a long time almost his entire attention to this work. Before seeing the book, we are prepared to speak unqualifiedly in its favor.

LITTELL'S LIVING AGE—This excellent magazine still continues to improve, and in saying that we give the highest possible praise.

NICHOLAS NICKELBY—The fourth number of Ticknor and Fields' Diamond Dickens is received and is just as nice as any of its predecessors. We are proud to place these excellent books in our library. The illustrations of this number are particularly fine. Address Ticknor & Fields, Boston, Mass.

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